



south dakota
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Learning. Leadership. Service.

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Rec'd
5/7/07

May 4, 2007

**Sylvia Lyles, Branch Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, DC 20202-7110**

Dear Dr. Lyles:

Enclosed is the South Dakota One-Year Transition Plan for Perkins IV. Please note that the signature of the President of the South Dakota Board of Education is missing. She is completing the form and will be faxing to me on Monday. I will then fax the form to you. The meeting yesterday to approve the transition plan was held via the two-way video conferencing system, and the board president was not at the Pierre site.

If you have any questions, please let me know.

Sincerely,

**Gloria Smith-Rockhold
Assistant Director, Office of Career and Technical Education**

U. S. Department of Education

Office of Vocational and Adult Education

The Carl D. Perkins

Career and Technical Education Act of 2006

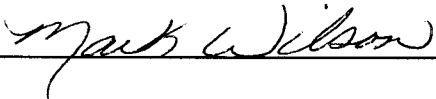
STATE PLAN COVER PAGE

State Name: South Dakota

Eligible Agency Submitting Plan on Behalf of State:

South Dakota Board of Education for the South Dakota Department of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: 

Name: Mark Wilson

Position: State Director, Office of Career and Technical Education

Telephone: (605) 773-4773

Email: mark.wilson@state.sd.us

Type of State Plan Submission (check *all* that apply):

☐ 6-Year

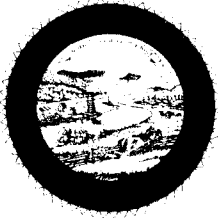
☒ 1-Year Transition

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II



STATE OF SOUTH DAKOTA
M. MICHAEL ROUNDS, GOVERNOR

April 23, 2007

Mark Wilson
Office of Career and Technical Education
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Dear Mark:

The proposed Perkins IV Transition Plan is an excellent tool for addressing the needs of South Dakota's students and employers. The Department of Education's goals and the purpose of the Perkins legislation are closely aligned with my 2010 Education Initiative, which provides a vision for the future of education in South Dakota.

This alignment of common goals in Perkins, the Department of Education, and the 2010 Education Initiative provides a framework for education and a means for addressing the needs of today's business community. Projects such as youth internships, senior projects and personal learning plans help students to know and understand the expectations of today's employers. They also help to ensure that students have a concrete academic plan and enter the workforce with the skills they need to succeed.

I am pleased to see that the business community is involved in the development of the department's career clusters initiative. Employers are critical to identifying the relevant skills and competencies that our students need in order to compete in the global marketplace.

The 2010 Education Initiative infuses more rigor and relevance into the high school experience, with the ultimate result of more students going on to postsecondary education. The Perkins Transition Plan supports this goal and is, therefore, a plan I can fully support.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Michael Rounds".

M. Michael Rounds

Introduction

The Perkins Career and Technical Education Act of 2006 offers the South Dakota Board of Education, the Department of Education, and the Office of Career and Technical Education many opportunities to further its efforts to develop and enhance secondary and postsecondary career and technical education programs. The concepts put forth in Perkins IV align closely with the Department's vision for career and technical education:

- implementation of career clusters and programs of study in all approved secondary and postsecondary CTE programs;
- programs of study to meet the state's economic development needs;
- program improvement, especially improvement based on the Perkins accountability requirements;
- professional development tied to accountability measures and results;
- a unified system for career and technical education in the state based on rigorous and relevant coursework;
- alternative delivery methods to make CTE more accessible to students;
- increased dual credit, articulation, and advanced placement opportunities for CTE students;
- creation of a new system for CTE with built in supports and resources.

Over the past few years, secondary and postsecondary career and technical education have moved onto the 'radar screen' of state legislators and the public in South Dakota. The Office of Career and Technical Education has made great strides to become a fully integrated partner in the work of the Department of Education. The Office of Career and Technical Education and the Department of Education are leading the Governor's 2010 Education Initiative (2010 E) to strengthen and transform education from pre-kindergarten through postgraduate levels. 2010 E's goals and objectives contain many of OCTE's reform efforts. For example, Goal Two, of 2010 E's *Finishing Strong*, which focuses on high school, states that "by 2010, South Dakota will be first in the nation for the percentage of students going on to college, technical schools or advanced training." The objectives of Goal Two parallel several of the accountability measures of Perkins IV, in particular, increasing the graduation rate of high school students, enrolling more students in higher level academics, and increasing 21st century skills using advanced technology to increase learning. These 2010 E objectives are being met by:

- implementing personal learning plans for students;
- requiring students to stay in high school until age 18;
- exploring options for alternative education;
- implementing teachers as advisors
- expanding access to advanced placement, dual credit, and accelerated learning courses;
- creating end-of-course benchmark examinations;

- implementing senior projects and youth internship program models;
- creating a state scholars program that connects schools to businesses; and
- creating a statewide virtual high school whose curriculum will contain many CTE courses.

At the postsecondary level, the Governor's vision begins with Goal Three of *Finishing Strong*: "by 2010, the postsecondary education system will fully meet the needs of the state's changing economy and its citizens." As in the secondary education plan, many of the 2010 E objectives parallel the expectations of Perkins IV. 2010 E calls for offering general education courses at all technical institute sites, and establishing up to 250 program-specific transfers for technical institute graduates at Board of Regents' institutions; expanding the number of citizens with postsecondary education and training; supporting postsecondary education programs designed to enhance the state's long-term economy; recruiting and retaining quality faculty and staff; and doubling the number of students receiving the South Dakota Opportunity Scholarship. To meet these objectives, 2010 E proposes several actions to advance postsecondary reform:

- increasing the number of articulation agreements between technical schools and the Board of Regents' institutions;
- recruiting students 25 and older by extending access to higher education programs;
- increasing retention rates at all postsecondary institutions;
- increasing the postsecondary technical institute market penetration; and
- implementing faculty/staff development plans for technical institutes.

Goal Four of 2010 E reflects Perkins IV's emphasis on recruiting teachers: "by 2010, South Dakota will build its educator base through targeted recruitment, retention, and training." Several 2010 E objectives relating to teacher recruitment and retention are aligned with Perkins IV: increasing and retaining the number of certified teachers and increasing the number of teachers with advanced degrees or certifications. Specific action steps address these objectives:

- promoting alternative routes to certification;
- promoting teaching through high school internships;
- promoting more Native American teachers teaching in Native American schools through alternative certification programs;
- creating mentoring models for first- and second-year teachers and administrators; and
- creating an academy for teachers completing the first year of teaching.

Goal Five of 2010 E addresses the needs of Native Americans, the state's largest minority population: "by 2010, South Dakota will increase educational outcomes for Native American students." Objectives to meet this goal include implementing the Native American Education Act to address critical education issues related to South Dakota students, staff, and schools and improving graduation rates for Native American students. Specific action steps are focused on meeting these objectives:

- establishing the Native American Education Act (passed by the 2007 South Dakota Legislature and signed into law by the Governor);
- providing summer school academies for Native American high school students; and
- providing access to Native American language and culture through distance learning and other delivery methods.

This 2010 E goal ties specifically to Perkins IV sections focusing on the needs of minorities and special populations, especially economically disadvantaged students. Two of the poorest counties in the United States are on South Dakota Indian Reservations. In addition to economic disadvantage, these students also suffer from higher drop out rates and lower test scores than their white counterparts.

The Office of Career and Technical Education has already begun to establish strong partnerships with the SD DOE's Office of Indian Education. Future plans include increasing the number of approved and relevant career and technical education programs in secondary and postsecondary tribal and Bureau of Indian Affairs schools, based on economic development needs and student interests. The effort has already begun; the number of approved programs at one tribal college has increased from two to six in the past year alone. The Governor's Office of Economic Development provided a \$100,000 grant to support a new construction program at this college. OCTE plans to work with the state's two other tribal colleges to help their programs become approved and eligible for Perkins funding. OCTE and the Office of Indian Education are collaborating to encourage BIA and tribal schools and public schools with high Native American populations to initiate new CTE programs and expand, improve, and modernize current ones.

The Office of Career and Technical Education's goals and vision for career and technical education in South Dakota support the overall goal and mission of the South Dakota Department of Education, "Learning, Leadership, and Service." These three foundations guide the work of all the offices within the Department.

Finally, the Governor's 2010 E vision; the SD DOE's overall commitment to learning, leadership and service; and the Office of Career and Technical Education's focused plans for strengthening secondary and postsecondary career and technical education provide a golden opportunity to align forces for the transformation of secondary and postsecondary career and technical education in South Dakota. This alignment will make possible the development of a systemic framework, based on rigorous and relevant course work to meet the needs of students, business and industry, and economic development.

South Dakota State One-Year Transition Plan

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION – Not Required in Transition Plan

II. PROGRAM ADMINISTRATION

A. Statutory Requirements – [Sec. 122(c)(1)(A)-(L)]

2. Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.

State and local level activities are being developed to assist academic and technical skill attainment and graduation rate attainment, as well as other core indicators:

Academic and Technical Skill Attainment

- ◆ Involve advisory committees, business and industry, secondary and postsecondary teachers in developing, revising and validating core technical skills in all programs of study
- ◆ Provide technical assistance to secondary and postsecondary teachers in curriculum development and revision, course syllabi development/revision, instructional unit design
- ◆ Develop training to enhance teachers' knowledge and skills to teach academics, technical skills, and workplace competencies
- ◆ Develop instruction for secondary and postsecondary teachers on integration of academics and CTE curricula (for example, *Writing to Win* and math integration)
- ◆ Provide training to secondary and postsecondary teachers on teaching strategies to meet the needs of all students
- ◆ Assist in aligning secondary and postsecondary programs through development of programs of study to strengthen articulation and dual credit/dual enrollment opportunities
- ◆ Provide data collection and analysis workshops to help teachers and administrations analyze the results of the core indicators and develop improvement plans
- ◆ Request Perkins funds for sustainable, long-term professional development that improves classroom instruction, training in use of technology in teaching or new technology related to program enhancement.
- ◆ Provide annual "*Pathways to Success*" summer conference featuring best practices in youth internships, senior projects, career guidance, integrating academics, career clusters, programs of study, Teachers as Advisors

Activities to address attainment of graduation rate measure:

- ◆ Implement Teachers as Advisors programs in secondary and postsecondary schools
- ◆ Provide professional development for secondary and postsecondary teachers in strategies to meet the needs of **all** students
- ◆ Encourage eligible recipients and institutions to request Perkins funds for classroom aides, tutors, before- and after-school programs, assistive services, including software and other technology-based resources
- ◆ Provide instruction to teachers, career guidance personnel, school counselors, administrators, parents and students on the importance of career guidance and development of Personal Learning Plans (PLPs)
- ◆ Provide alternative methods of instruction, including distance learning, and a variety of ways to demonstrate learning and meet course requirements including projects, demonstrations, products
- ◆ Provide annual "*Pathways to Success*" summer conference featuring best practices in youth internships, senior projects, career guidance, integrating academics, career clusters, programs of study, Teachers as Advisors
- ◆ Use resources available at the Career and Technical Education Resource Center.

The State supports continuous improvement in academic and technical skills through its membership in the High Schools That Work/Making Middle Grades Work network. A motivating factor for joining both networks is to increase students' technical, academic, and workplace skills. HSTW is one of the most highly recognized, research-based school reform efforts in the nation and has research data to show increases in student academic achievement. Increased academic and technical achievement are at the heart of the key practices and the reason the state has chosen to join HSTW/MMGW. Twenty-one high schools and eight middle schools already belong to the SD High Schools That Work network and more are asking to come aboard.

HSTW's 10 key practices provide the overall framework for OCTE's work. The practices are:

1. Setting higher expectations for all students
2. Increasing access to challenging career technical studies that emphasize reading, mathematics and science skills and prepare students for meeting employers' expectations
3. Increasing access to rigorous and relevant academic studies
4. Having students complete a challenging program of study with an upgraded academic core and a career major
5. Giving students a work-based learning experience that spans high school and postsecondary education

6. Providing time for teachers to work and plan together to deliver integrated instruction aimed at teaching higher-level academics and technical content
7. Having every student engaged in rigorous and challenging learning
8. Involving each student and his/her parents or guardians in a guidance and advising system that ensures completion of an accelerated program of study
9. Providing a structured system of extra help and extra time to students who need it to complete the rigorous program of study
10. Using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction

OCTE is focusing on two professional development activities in particular aimed at improving reading and math skills: *Writing to Win* and integrating mathematics and CTE programs. *Writing to Win* is a research-based writing system that uses non-fiction writing as an assessment tool. *WtW* strategies help students learn content area knowledge and skills to a much higher level by encouraging critical thinking and active engagement with content knowledge. A research study conducted in South Dakota classrooms in the 2005-2006 school year produced statistically significant gains for students in the *WtW* classrooms compared to students in classrooms not using the *WtW* strategies. Students engaged in *WtW* classrooms exhibit both better writing and reading skills in all content areas. *Writing to Win* features continuous technical assistance to teachers implementing the system. Teaching teams within local schools receive e-mails and phone calls from the trainer and participate in several two-way videoconferencing events and other forms of support throughout the school year.

Integrating math in the CTE classroom is the second focus of professional development. The math integration training will be developed using research conducted by the National Dissemination Center for Career and Technical Education. A math specialist from the Southern Region Education Board/High Schools That Work will work with teachers who have successfully integrated math and CTE programs to train CTE and math teachers to work together to reinforce the math naturally taught in CTE classrooms.

OCTE is developing and piloting Teachers as Advisors, a classroom guidance delivery system in which middle school and high school students are divided into small groups, each facilitated by a teacher. Students remain with their group throughout their high school education and receive support from their advisor regularly on academic, personal/social, and career development topics. A scope and sequence of lesson plans is being developed based on the three key concepts of the National Career Development guidelines: academic development, career development, and personal and social development. The academic scope and sequence for Teachers as Advisors focuses on the following:

- educating parents on high school and postsecondary requirements and preparing students to choose challenging course work that will prepare them for education and the workplace after graduation;

- developing a five-year plan to include the first year of postsecondary education;
- advising students on coursework necessary for admission to their chosen postsecondary institution and/or career;
- monitoring students progress and communicating with parents;
- evaluating students' progress;
- providing extra help to students with special needs or those not progressing satisfactorily in their education plans;
- encouraging students to continue pursuit of challenging courses and planning a senior year that prepares them for entry into postsecondary programs;
- evaluating students' transcripts and advising them on their progress; and
- assisting and advising students on college entrance and financial aid requirements.

Teachers as Advisors will have a direct impact on students' academic and technical skill improvement. Comprehensive training sessions on the Teachers as Advisors system are already being conducted throughout the state by the HSTW State Coordinator and Tech Prep Regional Coordinators. Information on Teachers as Advisors is available at <http://doe.sd.gov/octe>.

OCTE has developed models for youth internships and senior projects to enhance students' programs of study. These opportunities enhance the rigor and relevance of their classroom studies and give them experiences where they can apply technical, academic and workplace skills in a real-life setting. Through youth internships, students may have the opportunity to work on the most up-to-date equipment being used in the workplace.

The youth internship gives students experience in all aspects of an industry and the opportunity to interact with one or more employees at a business, non-profit organization or government agency. The goal of the youth internship program is to increase the student's knowledge of workplace skills and receive on-the-job experience. The youth internship experience is based on the student's chosen career cluster or pathway. Students must apply and be approved to participate in the internship. Upon successful completion, they will receive one-half Carnegie unit of credit which will help them toward completing their program of study. An additional benefit to students is working under the guidance of an adult mentor (who might even become a future employer). One of the most important outcomes for students is that they may discover that their life's dream job is not for them. This is as important as discovering that they have chosen the career that best suits them.

Youth internships also benefit teachers and employers. Teachers have an opportunity to make the curriculum relevant and valuable to students. They can talk with employers about changes needed to make the curriculum more up-to-date; they can receive information on the actual proficiencies and skills required by employers. Employers gain access to an expanded pool of qualified employees and can invest early in recruiting for positions in their firms. They can see future employees in

action before hiring them and introduce students to their businesses and the careers available within a company or an agency. Businesses can influence the curricula taught in schools and communicate required job-specific proficiencies to teachers and administrators. All in all, youth internships are a win-win for everyone involved.

The senior project offers students a high school capstone experience that requires them to demonstrate not only what they know, but what they can do. The senior project includes four components:

- a portfolio,
- a paper,
- a product and
- a presentation.

The portfolio includes documentation of time spent on the project, resources used, and a reflective journal. The paper is an 8- to-10 page research assignment with a bibliography. The product is an item or experience that is a natural extension of the chosen topic. The final presentation is given before a panel of judges and requires use of technology. Students are required to choose a topic related to a cluster or pathway within their program of study. The senior project gives them the opportunity to showcase their high school learning in a meaningful and relevant project that reflects their own interests. They also gain experience in decision-making, researching, meeting timelines, perfecting writing skills, and making presentations – all skills needed for future success in their postsecondary education and the workplace.

The South Dakota Career and Technical Education Scholar Program encourages CTE students to maintain high grades in CTE courses and academics. It recognizes students who have completed a minimum of two credits in a program of study plus one credit in a supporting area including academic courses, technology, and internships, at the junior or senior level. The technical coursework is eligible for articulated credit to the postsecondary technical institutions. Students must maintain a minimum of an A- in the CTE coursework and over a 3.5 grade point average on a 4.0 scale.

(a) Include a description of the career and technical programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

i. Incorporate secondary education and postsecondary education elements.

Curriculum revision and development of rigorous CTE programs of study are central to connecting secondary and postsecondary education. To begin the program of study development, the Office of Career and Technical Education invited secondary teachers; postsecondary teachers representing two- and four-year institutions;

business and industry representatives; and Tech Prep regional coordinators to participate in the Career Cluster Implementation Committees (CCIC). State program specialists are leading the committees in the development of the programs of study. The committees were charged with the responsibility of developing a state model for programs of study. These state models clearly illustrate the secondary to postsecondary connection and provide a planning tool for secondary and postsecondary teachers to work together. The programs of study will also provide a vehicle for developing more accurate and consistent articulation agreements based on a planning model rather than focusing on what is currently being taught at both levels.

The committees are also aligning current program and course standards with the Career Cluster knowledge and skills statements. This process is especially important because it helps point out gaps in the scope and sequence of courses within a program of study. Committees will determine if new courses need to be developed to ensure the progression of courses necessary for aligning secondary and postsecondary programs.

The programs of study will also provide a framework for the development of Personal Learning Plans. Students will be able to see the progression from high school to postsecondary education. Programs of study will also assist with the alignment of secondary and postsecondary curricula and provide a sounder basis for articulation.

Overall, career clusters provide the base upon which to build a scope and sequence of courses that will increase the quality of CTE programs at the secondary and postsecondary levels. Career clusters supply the foundation for a seamless transition between all levels of education and a career guidance tool to assist students and parents in determining appropriate learning plans. Finally, pathway programs of study will help students understand the connection between secondary and postsecondary programs.

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical education content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

Career clusters are integral to the development of South Dakota's State plan. OCTE has begun the implementation of career clusters through the development of pathway programs of study. This initiative will take several years to put into effect; however, clusters and pathways will help CTE programs offer more rigorous course work, directly impacting technical skills attainment, academic skill enhancement, and program completion.

Increasing the rigor of CTE courses is especially critical; the High Schools That Work 2006 State Assessment Student Survey report showed that the majority of secondary CTE students surveyed did not feel their CTE courses were rigorous enough.

To meet students' needs, it is important to develop programs of study with rigorous, supportive academic coursework; opportunities for foundational career and technical education courses; and a coherent sequence of CTE courses developed around core technical and academic standards. Beginning in 2006, OCTE began to develop an overview of the career cluster system and the process leading to programs of study to be implemented at the local level in South Dakota. The four major goals of the process are based on the following outcomes:

1. A sequence of standards-based CTE courses
2. Standards-based course syllabi for all courses within a cluster pathway
3. Instructional units developed using the *Understanding by Design* instructional model (beginning with the end in mind)
4. Piloting the sequence of courses in the programs of study.

The process for developing the program of study includes the following components:

1. Training career cluster implementation committees on the career cluster concept
2. Crosswalk pathway knowledge and skills to technical standards in all current CTE programs
3. Evaluating current course offerings and course syllabi based on the crosswalks and identifying core technical standards for each course
4. Updating current courses to meet pathway knowledge and skills
5. Creating new standards-based courses to meet pathway knowledge and skills
6. Generating a scope and sequence of courses to include:
 - a. Foundational CTE courses
 - b. Cluster specific CTE courses
 - c. Pathway specific CTE courses
 - d. Academic courses related to the career cluster or pathway
7. Developing a standards-based course syllabus for each course within the pathway
 - a. Each course will have a common course title, common course number, common assignment code, and common core standards.
 - b. Each course will have a course description, technical standards, pathway skills and knowledge, academic standards, and major course projects.
8. Developing a list of resources for each course
9. Developing instructional units for each course using *Understanding by Design*
10. Crosswalking technical standards to academic standards
11. Developing end-of-course exams which can be used to measure technical skill attainment for measure 2S1.
12. Developing alternative delivery methods, including online courses, courses delivered via the state's Digital Dakota Network (DDN) two-way video-conferencing system, more courses focused on students' career interests, such as senior projects and youth internships, and dual enrollment opportunities.

One step in developing a program of study is to have the implementation committees develop "core course requirements." These requirements will include the rationale statement for why the course is offered and labor market projections for the need for the course. A course description will explain the topics covered. Each course must have "core technical standards" that will provide consistency for this course statewide. It is recommended that 6-8 "core technical standards" be developed for each course; they will be validated by secondary and postsecondary teachers, state program specialists, and business and industry partners. Committee members will also develop indicators to identify how each core technical standard will be met. Completion and validation of these "core course technical standards" will provide the foundation for development of end-of-course exams.

The programs of study will also provide a framework for the development of Personal Learning Plans. Students will have a plan that defines the course work needed in high school to prepare them for postsecondary education or employment. Programs of study will assist with the alignment of secondary and postsecondary curricula, provide a consistent base for articulation, and increase the number of dual enrollment possibilities.

Standards and examples of Core Technical Standards will be written based on the knowledge taxonomy (Bloom's). Below are several examples of core technical standards and activities for achieving them from *Personal Finance*:

Core Technical Standards & Examples

| Indicator #1: Identify various forms of income and analyze factors that affect income. | |
|--|--|
| Bloom's Taxonomy Level | Standard and Examples |
| Analysis | <p>P1.1 Students will be able to analyze how career choices, education, skills, and economic conditions affect income.</p> <p>For example, to meet this standard students may:</p> <ul style="list-style-type: none"> • Identify various ways people earn a living • Analyze how career choices can be affected by economic conditions • Research, using availability of jobs, salary, cost of living expenses, and standard of living, similar occupations in different locations and how this affects personal decision making. |
| Analysis | <p>P1.2 Students will be able to explain how taxes, government transfer payments, and employee benefits impact disposable income.</p> <p>For example, to meet this standard students may:</p> <ul style="list-style-type: none"> • Calculate gross earnings including benefit packages. • Calculate net earnings • Prepare a federal income tax return and other tax forms |

Development of common core technical standards will help ensure consistency in course offerings across the state and aid articulation from secondary to postsecondary by providing a more consistent base for developing agreements. OCTE is also beginning work on a common course numbering system and common course titles and definitions which will ensure more consistency in data collection.

The Program of Study located on page 14 will provide a template for local programs to use to develop a sequence of courses based on local offerings as well as deciding what new courses need to be developed. Development of common core technical standards will help ensure consistency in course offerings across the state and aid articulation from secondary to postsecondary. The Personal Learning Plan (PLP) located on page 15 lays out a path for students to follow as they prepare for life after high school graduation. The PLP contains the South Dakota advanced pathway graduation requirements, other supporting academic courses and the CTE program of study. The PLP contains the same rigorous academic requirements required of all students, including courses from the state's advanced pathway to high school graduation.



Program of Study 'Specific Pathway'

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

| | English | Math | Science | Social Studies/ Science | S.D. Required Electives | Foundational CTE &/or Cluster related General Ed. | Career and Technical Education Cluster Specific |
|--|-------------------------------|---|---------------------------------|------------------------------|---|---|---|
| ➤ Interest Inventory Administered and Plan of Study Initiated for all Students | | | | | | | |
| 9 | English I | Algebra I or Geometry | Physical Science | World History & Geography | PE/Health | | |
| 10 | English II | Geometry or Algebra II | Biology I or Chemistry | | Fine Arts Elective, Computer Technology | | |
| ➤ Academic/Career Advisement Provided – College Placement Assessments | | | | | | | |
| 11 | American Lit & Speech | | Anatomy & Physiology or Physics | American History | | | |
| 12 | English IV | Pre-Calculus, Trigonometry or Calculus OR College Credit Math | AP Biology, AP Chemistry | U.S. Government & Psychology | Personal Finance or Economics | | |
| ➤ Transition to Postsecondary and/or training | | | | | | | |
| Post Secondary | English Written Communication | Math College Algebra | | Science | Social Science | Major Coursework | |
| | | | | | | | |
| | | | | | | | |

Personal Learning Plan

Name: _____ Career Cluster: _____
Graduation Date: _____ Date Revised: _____

| | English | Math | Science | Social Studies Science | S.D. Required Electives | Electives | Career & Technical Education | Career Options |
|--|-----------------------|-----------------|------------------|------------------------------|---|-----------|------------------------------|----------------|
| ➤ Interest Inventory Administered and Plan of Study Initiated for all Students | | | | | | | | |
| 9 | English I | Algebra I | Physical Science | World History Geography | PE/Health | | | |
| 10 | English II | Geometry | Biology I | | Fine Arts Elective Computer Technology | | | |
| ➤ Academic/Career Advisement Provided – College Placement Assessments | | | | | | | | |
| 11 | American Lit & Speech | Algebra II | Chemistry | American History | | | | |
| 12 | English IV | | | U.S. Government & Psychology | Personal Finance or Economics | | | |
| ➤ Transition to Postsecondary and/or training | | | | | | | | |
| | English | Math | Science | Social Science | Major Coursework | | | |
| Post Secondary | | | | | | | | |
| 13 | Written Communication | College Algebra | | | | | | |
| 14 | | | | | | | | |

Draft

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

Currently, postsecondary institutions are beginning to offer dual or concurrent enrollment programs. They already offer a significant number of online programs for their postsecondary students. Making these courses available to secondary students for dual credit and/or concurrent enrollment is being explored. OCTE is also pursuing the development of online and distance education opportunities for secondary students through use of state funds specifically designated for this purpose. OCTE is working with secondary and postsecondary teachers and administrators as these courses are developed to identify areas that can be offered for dual/concurrent credit and/or advanced placement.

One of the avenues for exploring these opportunities is the Postsecondary Vice-President's Cabinet and the Secondary CTE Director's Cabinet. These two cabinets were implemented by OCTE during the 2006-2007 school year and offer a forum to discuss new and innovative ideas for collaboration between secondary and postsecondary education. Discussions are beginning on developing online dual credit and advanced placement technical courses (APT). The programs of study will greatly aid this process because they contain the core technical standards that will be taught in the secondary programs. This knowledge will increase opportunities for secondary to postsecondary articulation, dual credit, concurrent enrollment and advanced placement programs. The programs of study also identify supporting academic courses that are part of the program. This integration of academic and technical standards will assist the process of developing new opportunities for students.

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Many programs at the postsecondary level in South Dakota currently lead to industry-recognized credentials and/or certificates, or an Associate of Applied Science (AAS) degree. Many of the programs such as health, information technology, automotive technology, welding, etc. already have industry-credentials or certificates. Postsecondary administrators and teachers are working with advisory committees to emphasize to students the importance of these transportable credentials or certificates. Student services and advisors will encourage students to complete applications for certification/credential tests and then follow-up with them.

Many pathways in the health field require passing state or national certification tests for students to be able to work in their field. However, it is difficult to track students if they do not take the tests while enrolled and many of the licensure examinations occur after graduation. OCTE plans to discuss with the Postsecondary Cabinet vice-presidents a plan for developing local postsecondary data systems that will track students after graduation to determine the number who do go on for credentials or certificates. This data will then be used to measure technical skill attainment (1P1) and credential and/or certificate/credential attainment (1P2).

The state's postsecondary institute system has developed articulation agreements with the state's universities for many programs. This will provide students with a more seamless transition to four-year programs.

(b) Describe how you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above.

The Career Cluster Implementation Committees (CCIC) began meeting in September 2006 to develop programs of study for nine initial clusters:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Education and Training;
- Health Science;
- Hospitality and Tourism;
- Human Services;
- Information Technology;
- Manufacturing; and
- Science, Technology, Engineering and Mathematics.

OCTE will begin developing the programs of study for the remaining clusters – Arts, A/V Technology and Communications; Business, Management and Administration; Finance; Government and Public Administration; Law, Public Safety and Security; Marketing, Sales and Service; Transportation, Distribution and Logistics – during the 2007-2009 school years. Committees will continue to meet until the goals outlined in 2(a)(ii) above have been completed.

Beginning in the fall of 2007, completed programs of study will be piloted in selected schools across the state. The pilot sites will receive Perkins Reserve funds to develop implementation plans and put the programs of study into practice. As additional programs of study are completed, they will be piloted as well.

OCTE is scheduling meetings with all consortiums, multi-districts, comprehensive high schools, and postsecondary institutions during the spring of 2007 to discuss with them the provisions of Perkins IV addressing career and technical programs of study. The first meeting with consortium, multi-district and school district directors was held on April 4, 2007. OCTE provided information to the participants on the programs of study. The next step is to continue to train eligible recipients in the foundations of the career cluster concept and the importance of the programs of study for teachers and students. OCTE program staff and regional Tech Prep coordinators are being assigned to work with small groups of eligible recipients, providing them with technical assistance as the programs of study are piloted throughout the state in selected clusters matched to the needs of the state's economy, including the rapidly growing sectors of health and information technology.

The director of OCTE began meeting with the postsecondary Vice-Presidents' Cabinet in the fall of 2005 to discuss implementation of programs of study. Discussion has continued throughout the subsequent years. The latest meeting on April 17th, 2007, focused on program of study implementation. The Secondary CTE Cabinet met April 19th, 2007; discussion focused on implementing the programs of

study and career cluster concept at the secondary level. There was excellent buy-in from administrators and one commented: "This is for all kids, not just CTE kids. Every school needs to be doing this."

(c) Explain how you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Tech Prep hosts annual regional meetings between secondary CTE instructors and postsecondary instructors from corresponding programs. The purpose is to discuss curriculum content, areas of possible partnerships, suggested changes in the curriculum --- and also to use these conversations as the basis to revise course syllabus and contents and then to develop articulation agreements. Ultimately, high school courses and requirements should align with postsecondary entrance requirements. The programs of studies' academic and technical courses will support eligible recipients as they seek to develop and implement articulation agreements.

Workshops are held throughout the year for secondary instructors to receive training on the new and innovative content, equipment, and technologies to assist them with keeping pace with what students are learning at the postsecondary institutes.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

OCTE program staff will be working closely with all eligible secondary and postsecondary recipients by using a technical assistance model that will include state staff, regional Tech Prep coordinators, and the High Schools That Work state coordinator. OCTE program specialists will be assigned to a small group of eligible recipients and will train them in the career cluster and programs of study concepts. OCTE's state director meets quarterly with secondary and postsecondary cabinet members to discuss programs of study.

The state's Tech Prep coordinator, regional coordinators and state HSTW coordinator will also play an important role in the programs of study development and rollout. Each regional Tech Prep coordinator serves a specific area of the state and works closely with the consortiums, multi-districts, schools and postsecondary institutions within that region. Because the tech prep consortiums have been in place since Perkins II, they are very knowledgeable about the needs of their local member schools.

The most efficient method for secondary programs to learn about programs of study offered by eligible recipients is by using the Tech Prep system already in place. The 2007-2008 Tech Prep annual application requires each regional coordinator to address five areas:

1. articulation/dual enrollment;
2. career clusters/pathway programs of study;
3. career guidance/personal learning plans;
4. activities for special populations including nontraditional; and
5. OCTE initiatives.

Using this model will assist OCTE greatly in making program of study information available to eligible recipients.

Eligible recipients will also provide information on the programs of study through the *My Life* publication which contains information for students, parents, counselors, administrators, teachers and business and industry about how to use career clusters and programs of study as career planning tools. Flyers, fact sheets, brochures, and other marketing materials are also being developed by OCTE. These resources will be available for distribution to all eligible recipients. Programs of study and coherent sequences of courses, core course technical standards, course syllabi and instructional units developed using *Understanding by Design* will be posted on the OCTE web site at <http://doe.sd.gov/octe>. All marketing materials will be available through the website as well. All of these materials will assist eligible recipients in making the CTE programs of study available.

The OCTE annual summer conference, *Pathways to Success*, will feature the rollout of the programs of study to each cluster area. The sessions will cover the program of study, core technical standards, creating units using *Understanding by Design*, course syllabi development, and assessment. The program of study rollout will begin in selected pilot schools in the fall of 2007.

(e) Include the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs.

Secondary CTE programs include agriculture education; business education; family and consumer sciences; health occupations; information technology; marketing; technology education; and trades and industry education. Programs at the postsecondary level are too numerous to mention but fall within the broad categories of agriculture education; business & finance; health; human services; information technology; marketing; and trades and industry education. Because the State is moving to the career cluster system, these CTE "program" areas will instead become career clusters and pathways. This change will occur beginning in 2007-2008.

Following are some of the activities that the State and local recipients will develop to improve and expand access to appropriate technology in career and technical education programs:

- Professional development will include a focus on technology as requested by CTE teachers on their Annual Program Approval Application. OCTE will ensure that teachers are trained on all new technology implemented in their programs.
- OCTE is encouraging local recipients to use Perkins, State and local funds to develop distance learning opportunities for students to include online courses and course delivered via the state's Digital Dakota Network (DDN) two-way video-conferencing system.
- OCTE will encourage local schools to become part of the Governor's "laptop initiative" called, "Classroom Connections." It is designed to help schools purchase laptops for all students in grades 9-12.
- OCTE will support State and local projects that integrate technology into the daily classroom experience to ensure that students are prepared to prosper in today's digital workforce and world.

- OCTE will partner with the Governor's 2010 E Initiative to increase 21st century skills using advanced technology and advanced learning.
- OCTE is an active participant in the development of the state's virtual high school. The OCTE director sits on the Advisory Board.
- Technology is one of the required uses of Perkins funds. Eligible recipients must either use funds to improve technology in their programs or explain how they use local or State funds to do so.
- OCTE collaborates with the Office of Curriculum, Technology, and Assessment in the SD DOE on local technology plans.
- \$1,500,000 State funding for secondary CTE was approved in March 2007. The RFP addresses the upgrading and implementation of new technology and creation of math, science, and technology-based CTE programs such as Project Lead The Way.

(f) Include the criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:

i. Promote continuous improvement in academic achievement and

ii. Promote continuous improvement of technical skill attainment.

The South Dakota Annual Program Approval Application outlines the required criteria for programs to become approved and thus eligible for Perkins funds.

- ✓ Teachers must identify the career cluster associated with the program, the courses offered in the CTE program of study, and the type of course (foundational CTE, cluster specific, pathway specific or supporting academic course).
- ✓ Teachers must be CTE certified or on a professional development plan to become certified.
- ✓ Teachers identify the type of professional development they plan to attend. All choices are related to integrating academic and technical education, training related to the academic accountability measures (reading and mathematics), curriculum development, teaching strategies designed to improve classroom instruction, and/or training in use of technology in teaching or new technology related to program enhancement. All professional development is long-term, sustainable and directly related to improving teachers' classroom skills and to enhancing student learning. In addition, follow-up to professional development will be provided by Tech Prep, High Schools That Work, and state program specialists.
- ✓ Teachers must submit Program Improvement Process (PIP) Annual Progress Reports, updated program goals, and PIP Action Plans. In their reports, goals and plans, they identify how they are addressing improving students' academic and technical skills.
- ✓ All required Perkins accountability data must be submitted. The Office of Career and Technical Education is providing technical assistance to help local programs analyze their Perkins data and develop plans for improvement based on the results of each accountability measure.

State program specialists and the Perkins administrator will review applications using a standardized checklist to ensure that program applications meet or exceed standards set by the State office. This checklist includes the following:

- completion of the Career Cluster table, program of study courses, identification of course type, number of credits;
- completion of teacher certification section;
- requests for professional development;
- advisory committee;
- completion of PIP instrument, progress reports, and revision of goals and actions plans;
- verification that all Perkins accountability data have been entered;
- administrator's and teacher's signatures.

Program specialists follow up with teachers whose program applications do not meet standards and provide technical assistance via phone, e-mail, or visits.

Local Applications will be evaluated by OCTE program specialists and administrators on the degree to which they address the following required use of funds with specific examples and activities:

- Strengthening the academic and career and technical skills of students participating in career and technical education programs;
- Linking career and technical education at the secondary and postsecondary levels;
- Providing students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences;
- Developing, improving, or expanding the use of technology;
- Providing professional development programs;
- Developing and implementing evaluations of CTE programs;
- Initiating, improving, expanding, and modernizing quality CTE programs, including relevant technology;
- Providing services and activities that are of sufficient size, scope, and quality to be effective;
- Providing activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high skill, high wage, or high demand occupations leading to self-sufficiency.

iii. Identify and address current or emerging occupational opportunities.

The South Dakota Department of Labor provides ongoing research into current and emerging occupations in the state and region. According to the Labor Market Information Center, the fastest growing occupations in South Dakota are:

- network systems and data communications analysts
- personal and home care aides
- computer software engineers, applications
- computer software engineers, systems software
- diagnostic medical sonographers
- physician assistants

- medical assistants
- dental hygienists
- fitness trainers and aerobics instructors
- registered nurses
- network and computer systems administrators
- substance abuse and behavioral disorder counselors

The outlook for occupations for which employers prefer an associate's degree mirrors the fastest growing occupations. The job outlook for the following occupations is very favorable:

- medical and clinical laboratory technicians;
- medical records and health information technicians;
- network and computer systems administrators;
- paralegals and legal assistants;
- physical therapy assistants;
- radiologic technologists;
- registered nurses; and
- veterinary technologists.

Occupations with a favorable job outlook are

- automotive service technicians;
- mechanics and diesel engine specialists;
- cardiovascular technologists;
- computer support specialists;
- dental hygienists;
- desktop publishers;
- diagnostic medical sonographers;
- environmental engineering technicians;
- occupational therapist assistants; radiation therapists;
- surgical technologists; and
- surveyors.

Source: South Dakota Labor Market Information Center, Fastest Growing Occupations 2004-2014

These growing occupational opportunities are reflected particularly in two of the career clusters chosen for developing programs of study: health sciences and information technology.

(g) Describe how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

OCTE has several programs in place to assist high schools in helping students meet the goal of high school graduation. High Schools That Work is a national model that addresses issues that schools have with preparing CTE students for graduation. HSTW's 10 Key Practices form the framework for providing the necessary supports for **all** students to graduate from high school. Even though HSTW sets higher expectations for students, it also provides a structured system of extra help and extra time for students to succeed and meet rigorous standards. The HSTW model is being used throughout the state, not only in

HSTW sites. Best practices from HSTW will be featured at upcoming OCTE conferences.

Work-based learning experiences also give students the opportunity to explore career areas that interest them. Youth internships link students to business in a real-world experience. Through internships, they can experience the day-to-day routine of a career in which they are interested. Some of the best learning can take place in internships; students may find out they love their career choice or they hate it. Either way, they have learned something valuable. And they have been able to focus on something that interests them, keeping them in school.

OCTE's *Strategies to Meet Perkins Core Indicators* contains practical ideas that teachers can use for each indicator, ranging from math, reading/language arts, and technical skills attainment to program completion, graduation, credential/certificate and degree attainment, placement to nontraditional participation and completion. See <http://doe.sd.gov/octe/pip/index.asp> for a compendium of ideas and suggestions.

Teachers, parents, career guidance personnel and students participate in developing the students' Personal Learning Plan (PLP). The PLP provides a road map for students to follow throughout high school and into postsecondary education and employment. Students who know where they are going are more likely to graduate from high school than those who have either no plan or a foggy one.

The Teachers as Advisors model provides the extra one-on-one assistance students need. Teachers serve as mentors, role models, and that "go-to" person that students need when life's minor or major crises happen. Teachers as Advisors is especially helpful for meeting the needs of special population students who will have more access to adults with special training. Now, it is not just the school counselor who can help them, but another trusted adult who is trained to meet their needs.

- (h) Describe how such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.**

Tech Prep and HSTW are two models that prepare CTE students academically and technically for entry into postsecondary education or employment. They are also both excellent means for making students aware of the opportunities in postsecondary education and employment in high skill, high wage, or high demand occupations.

The *My Life* publication will be available to all students, parents, career guidance counselors, teachers, and others. *My Life* provides an overview of career clusters, programs of study, and labor market information to help students understand the broad range of choices available to them. The South Dakota Labor Market Information web site contains a vast amount of career information, including the fastest growing occupations (<http://www.state.sd.us/dol/lmic/index.htm>).

(i) How funds will be used to improve or develop new career and technical education courses:

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended.

The Local Application requires eligible recipients to explain how they will use Perkins, State or local funds to address the academic needs of their students. OCTE and SD DOE's Office of Curriculum Technology and Assessment provide professional development for CTE teachers to integrate reading and math in the CTE curriculum. The *Pathways to Success* Summer Conference will feature training on math integration and using writing as a learning tool.

OCTE plans to reserve 10% of the funds available under Section 112(c) of Perkins to develop programs of study. The programs of study identify academic courses that students will need to support their CTE courses. This plan is described in detail in Appendix D.

ii. Improving or developing new career and technical education courses at the postsecondary level that are relevant and challenging.

At the postsecondary level, new program development is based on business and industry needs. Applications for new or expanded programs are assessed on the following:

- A description of the program
- Objectives and purpose of the program
- Methods of attaining the objectives
- A description of labor market demands of the United States, the state of South Dakota, student needs, and industry support
- The populations to be served by the program
- A projected three-year budget
- Program competencies and entry and exit points of suboccupations
- Statement of nonduplication
- Curriculum design and research
- Wage factor

Application for a new or expanded program must be submitted to the director of the Office of Career and Technical Education by April 1 before the year of proposed implementation. Institutions submitting proposals must present a rationale. The director of OCTE will review the rationale and make a recommendation to the South Dakota Board of Education for approval or disapproval. South Dakota Administrative Rules cover the entire process for new or expanded programs in the postsecondary institutions.

iii. Improving or developing new career and technical education courses that lead to employment in high-skill, high-wage, or high-demand occupations.

Programs of study are the chief vehicle for improving and developing new CTE courses at the secondary level. The Career Cluster Implementation Committees developing the programs of study are revising program standards and determining core technical standards for all current courses. Alignment with the cluster knowledge and skills statements ensures that revised or new courses contain the content called for by business and industry.

At the postsecondary level, administrators and teachers survey state, regional, and nationwide labor market demands through the Occupation Handbook and various web-based systems. New programs are always based on high-demand occupations. New program proposals are required by administrative rule to research wages and include the range of wages possible in any new programs. New postsecondary programs added in the past few years include Fire Science, Field Engineering Technology, Radiation Technology, all based on either regional or statewide needs. Two new programs to begin in fall of 2008 are Animation Technology and Outdoor Power and Recreational Vehicle Technology. Both represent high-skill, high-wage, and high-demand careers across the state, region, and country.

(j) Describe how you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

South Dakota is a large state geographically, but small in population. State staff and Tech Prep Coordinators know each other on a first-name basis and meet on a regular basis. They are accustomed to collaborating on projects, statewide initiatives and programs that become best practices. To illustrate, the planning committee for the OCTE Annual Summer Conference includes the State Tech Prep Coordinator and Regional Tech Prep Coordinators, the state HSTW coordinator, and OCTE staff. The conference will feature best practices sessions on programs being implemented in local tech prep schools including youth internships, senior projects, Teachers as Advisors, and career guidance. Tech Prep and High Schools That Work best practices are featured during two days of the conference. These sessions will be led by practitioners, either teachers, counselors, or administrators. An overview of each best practice will be given at the beginning of each session. Sessions will be presented twice to give exposure to the most people possible. Summer Conference resources will be posted on the OCTE website. Upcoming summer conferences will continue to focus on programs of study, course development, core technical standards development, course syllabus development and instructional units designed using the *Understanding by Design* model. Tech Prep best practices are also disseminated through the HSTW network. OCTE is also planning to develop a one-page flyer on each best practice to be distributed to all schools and published on the OCTE web site. The Career and Technical Education Resource Center houses best practices, resources for developing best practices, lesson plans, and curricula for use by schools statewide. Program quality and student achievement are central to all the work done by Tech Prep, HSTW and OCTE.

(k) Describe how funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in

a manner that increases student academic and career and technical achievement.

The State has already been in the process of developing a framework to link academic and CTE programs at the secondary and postsecondary level. This framework consists of Tech Prep, High Schools That Work, and the Office of Career and Technical Education. OCTE has determined the main goals, and then all activities are coordinated to make the best use of limited funds. Basic grant funds, tech prep funds, and State funds are considered as a combined pool of resources, rather than separate funds in their own silos. Steering committees meet regularly and assess progress towards reaching the goals.

Career clusters provide a strong foundation for integrating academic and CTE programs. The framework of career clusters is based on strong academics and strong CTE curriculum. OCTE is using Perkins reserve funds to fund the committees; Tech Prep coordinators serve on cluster committees. State CTE funds focus on developing new programs based on integrated coursework and revision of current programs to include more rigorous academics and CTE courses.

(I) Describe how you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(I)(A)-(L)]

Writing to Win provides a good model for reporting integration of academic standards in CTE. In 2005-2006 HSTW and OCTE conducted a research study in classrooms using an experimental/control model. Schools were matched for size and socio-economic status. Writing scores of schools that had been trained in *WtW* strategies were compared to schools with no knowledge of *WtW*. A pre- and post-test were given to 5th and 9th grade students. Results showed that the *WtW* schools' writing scores on the Stanford Writing Test given to all South Dakota 5th and 9th graders produced statistically significant gains for students in the *WtW* classrooms compared to students in classrooms not using the *WtW* strategies. Students engaged in *WtW* classrooms exhibited both better writing and reading skills in all content areas. This action-research model can be adapted to other content areas. The State is considering a similar model to evaluate the outcomes of the math integration training.

The South Dakota Career and Technical Education Scholar Program also provides a way to evaluate the extent of academic/CTE integration. The CTE Scholar Program recognizes students who have completed a minimum of two credits in a program of study plus one credit in a supporting course including academics, technology, and internships, at the junior or senior level. The technical coursework is eligible for articulated credit to the postsecondary technical institutions. To become a CTE Scholar, students must maintain a minimum of an A- in the CTE course work and over 3.5 grade point average on a 4.0 scale.

The High Schools That Work State Report provides key findings that may assess the degree of integration as well. The HSTW Assessment, a four-part assessment package completed by senior students, consists of a NAEP-based instrument, a

student survey, a teacher survey, and a student transcript analysis. The Student Survey reported that only 41% of students reported having worked hard to meet high standards on all assessments; 11% reported they were encouraged to take more challenging courses. This report indicates a need to increase the rigor of academics and CTE courses.

8. You must describe how you will provide local educational agencies, area career and technical education schools and eligible institutions in the State with technical assistance. [Sec. 122)(c)(15)]

Technical assistance is at the heart of OCTE's mission and vision. Three main areas serve as the overarching umbrella for OCTE's plan of work:

- A. Career Cluster/Program of Study Development
- B. Program Improvement and Accountability
- C. Professional Development

Below are descriptions of how LEA's, area career and technical education schools, and eligible institutions will receive technical assistance from OCTE.

A. Career Cluster/Program of Study Development

OCTE has developed the program of study framework described on pages 9-14. To ensure that the program of study development stays on course, the director of OCTE has designated one OCTE program specialist as the leader of the Career Cluster Implementation Committee (CCIC) project. Each program specialist guides the work of the CCIC for a specific cluster area and the programs of study within that area.

B. Program Improvement and Accountability

The OCTE Director, the OCTE Perkins administrator, and program specialists have been assigned to small groups of eligible recipients/institutions to provide technical assistance throughout the year, via on-site visits, DDN Interactive Videoconferencing, phone calls, and e-mail. Following is the list of responsibilities for each team and the eligible recipients to whom they are assigned.

Perkins Accountability - Team Assignments, 2007-2008

Responsibilities:

- ◆ Check and read Final Narratives – did they say that all measures were met? Is the Final Narrative a reasonable account of how they spent their Perkins funds?
- ◆ Check data collection results – for consortiums, multi-districts, schools with multiple sites, or postsecondary institutes, did all sites make all measures for all programs?
- ◆ If any indicators (measures) were not met, is there a Local Improvement Plan in place?
- ◆ Provide *technical assistance* to programs within your assignment on the importance of accountability and submission of accurate data into the Perkins Portal. Always keep in mind that *technical assistance* to the LEAs is first and foremost; monitoring is secondary.
- ◆ Assist in Regional PIP meetings and on-site visit.
- ◆ Work with consortium and multi-district directors, stand alone school district CTE directors, and postsecondary directors to involve them more in Perkins accountability, including data collection workshops.
- ◆ Keep records of all contacts made with LEAs.

Perkins administrators and program specialists
Perkins administrators and program specialists

LATI, MTI, OLC, STI, WDT
East Central Multi-District, Hub Area Multi-District
Lake Area Multi-District, Northwest Multi-District

| | |
|--|---|
| Perkins administrators and program specialists | Black Hills Special Services Cooperative, Meade County, Rapid City, Douglas, Star Academy |
| Perkins administrators and program specialists | Todd County, Pierre/Stanley County, Lower Brule |
| Perkins administrators and program specialists | Three Rivers, Crow Creek, Little Wound |
| Perkins administrators and program specialists | Mitchell, Huron, Ethan/Parkston/Winner, Yankton |
| Perkins administrators and program specialists | Chamberlain, Mid-Central |
| Perkins administrators and program specialists | Corn Belt, Sioux Falls, East Dakota, South East |
| Perkins administrators and program specialists | Prairie Lakes, DVV |
| Perkins administrators and program specialists | North Central, Dew-AI, Northern Hi-Tech, Northeast |
| Perkins administrators and program specialists | Tiospa Zina, Sisseton |
| Perkins administrators and program specialists | North Star, Cheyenne-Eagle Butte, Badlands |

A significant number of schools have joined the High Schools That Work/Making Middle Grades Work network in the state. HSTW/MMGW provides a technical assistance model for the state. All sites have a technical assistance visit (TAV) or a technical review visit (TRV). The purpose of both reviews is to help school leaders and teachers take stock of where they are and where they want to go in school improvement. A technical assistance visit is not evaluative; instead, it represents efforts by the visiting team and the school to improve student learning. The TAV/TRV teams help sites improve the quality of learning for all students by working with teachers, counselors and administrators to:

- ◆ Raise expectations for student performance;
- ◆ Revise what students are taught;
- ◆ Change how students are taught;
- ◆ Change how the school relates to students;
- ◆ Change how teachers relate to each other;
- ◆ Change how the school relates to parents, middle schools, employers and postsecondary schools; and
- ◆ Collect and use data for continued school improvement.

At the beginning of the TAV/TRV, site representatives present the school's outstanding practices, the next steps planned by the site, and the challenges faced by the site in implementing the Key Practices and raising student achievement. This report helps the technical assistance team focus on the school's accomplishments and needs.

Technical assistance visits and reports are critical components of the services provided to High Schools That Work sites after the visit. The reports guide school improvement by helping school leaders change how they lead and by helping teachers change what and how they teach. The reports describe outstanding practices at the school, identify the school's major challenges, and recommend actions that administrators and teachers can take to raise student achievement. The most important aspect of a technical assistance report is what the school does with it. Leaders and teachers at successful schools use their reports as vital resource documents in writing, implementing, evaluating and revising three-year school improvement plans. Schools that use the technical assistance report as an essential tool for improvement will get the most from HSTW and will be most likely to make progress in raising student achievement. A HSTW Technical Assistance Visit is one accepted way for schools to achieve state accreditation.

C. Professional Development

Through a partnership with Tech Prep, High Schools That Work and OCTE, professional development is being planned based on the teachers' needs reported in the Annual Program Approval Application. Teachers must select a minimum of

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|--|---|
| Perkins administrators and program specialists | Black Hills Special Services Cooperative, Meade County, Rapid City, Douglas, Star Academy |
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| Perkins administrators and program specialists | Corn Belt, Sioux Falls, East Dakota, South East |
| Perkins administrators and program specialists | Prairie Lakes, DVV |
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C. Professional Development

Through a partnership with Tech Prep, High Schools That Work and OCTE, professional development is being planned based on the teachers' needs reported in the Annual Program Approval Application. Teachers must select a minimum of

two professional development opportunities sponsored by the State. Choices include *Writing to Win* and math integration, two professional development opportunities being offered by the State in 2006-2008. Both are research-based. Other choices include Career Clusters/Program of Study Development, *Understanding by Design* (a curriculum development model based on the principle of "beginning with the end in mind").

Math integration training will follow the principles developed by Dr. James Stone at the National Center for Career and Technical Education Research. The training will be planned and carried out by a math specialist from the Southern Region Education Board (SREB). A South Dakota CTE administrator, a math teacher and a CTE teacher will be on the committee to develop the training. The two-day training will focus on beginning with the CTE curriculum, not the math curriculum, teaching math where it normally occurs and maximizing math in the CTE curriculum. Teachers will learn how to help students understand math as an essential workplace skill. They will also learn that they are teachers of math in a CTE course or program and not the math teacher. Collaboration between CTE and math teachers will be at the heart of the training.

B. Other Department Requirements

- 1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

The Local Application is located in Appendix A.

- 2. You must provide a description of your State's governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

Organization charts for the South Dakota Board of Education and the South Dakota Department of Education are located in Appendix B. Secondary and postsecondary career and technical education are governed by the South Dakota Board of Education. The day-to-day work of secondary and postsecondary CTE is conducted by the SD Department of Education/Office of Career and Technical Education. This structure provides the advantage of having the "big view" of CTE and how secondary and postsecondary CTE work together.

Currently, there are 19 secondary consortiums, 4 secondary multi-districts, and 12 independent secondary schools that either meet the \$15,000 requirement or have a waiver because of rural isolation, and 5 postsecondary institutions. One of the postsecondary institutions does not meet the \$50,000 rule and has been granted a waiver because it is located in a sparsely populated, rural area of the state on an Indian reservation.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3 (29) of the Act, including a description of how individuals who are members of the special populations

(a) Will be provided with equal access to activities assisted under the Act.

First, all eligible recipients must describe in the Local Application how they are going to use Perkins funds to help meet the needs of special populations. State staff assigned to eligible recipients and institutions will share successful strategies for serving special populations. OCTE has developed a best practices' manual with a section on activities for ensuring that special populations are served (<http://doe.sd.gov/octe/pip/index.asp>). Tech Prep regional consortia are also required to provide strategies to address the needs of special populations. The state has assigned a program specialist who is responsible for nontraditional and other special populations' services. Eligible recipients sign assurances that special populations will not be discriminated against. OCTE and other agencies will assist recipients of Perkins funds to develop strategies to assure nondiscrimination.

Accessibility for special populations students is provided in other ways. For example, the State Department of Education has purchased Guidance Central career planning software for all schools. It is an online, on-demand system available to all students and their parents 24 hours a day for career planning activities and creation of Personal Learning Plans. The software will provide career information via career clusters and has an interest and aptitude assessment to help students determine career interests and choices. It will afford special population students extra time and adult help as they plan their futures.

Teachers as Advisors has been implemented in schools to help all students in career and educational planning activities. The one-on-one nature of this advising system will help meet the needs of special populations' students. Special populations will have more access to adults with special training to help them meet their needs.

Instructional methodologies are adapted to meet special population students' needs. Perkins funds are used to purchase adaptive equipment, sign language interpreters, English Language Learner tutors, classroom and laboratory aides, talking books, computer-speaking software, and other services and items necessary to increase learning opportunities and outcomes for special population students.

In the eligible recipients' One-Year Transition Plan, they must describe how they will assist special populations to meet the levels of performance. They must also complete an Annual Final Narrative describing how they have met the needs of special population students.

Pre- and post-testing at the postsecondary level helps determine academic skills needed by students to succeed in programs and ensures that students have the requisite academic skills to enter a program and succeed.

(b) Will not be discriminated against on the basis of their status as members of special populations.

Eligible recipients ensure nondiscrimination in several ways. They must sign General Assurances stating that they will not discriminate against special populations. Each program that receives Perkins funding must complete a section of the Program Improvement Process ensuring that CTE teachers are involved in IEPs. The eligible recipients' annual Perkins application must contain proof of how they are spending their funds on special populations to further the students' learning for high-skill, high-wage, or high-demand occupations.

The Core Indicators of Performance data will be disaggregated by special populations groups. Based on this data, OCTE will monitor the progress of special populations in meeting the levels of performance and provide technical assistance to those not meeting the levels.

The eligible recipients will review program resources to ensure that gender bias, stereotyping pictures, and language do not exist in curricula, publications, web sites, and any printed or audio/visual materials.

(c) Will be provided with programs designed to enable special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(9)(A)-(C)]

OCTE partners with a variety of agencies to provide programs for special populations' students including nontraditional:

- Women in Science (WIS) conferences are held across the state annually to encourage young women to consider science, math, engineering and technology careers. These conferences assist schools by providing information on how to encourage students to enroll in nontraditional programs and complete them. The WIS conferences are the result of a partnership among many agencies including the Departments of Education, Labor, and Health; universities and postsecondary institutions; the South Dakota Discovery Center; the U. S. Weather Service; The South Dakota Mammoth Site; and many more. WIS directly addresses the nontraditional participation and completion accountability measure.
- Secondary summer health academies are conducted for students to explore the health care field. Other summer academies are conducted in nontraditional areas such as architecture and construction and manufacturing. These academies are designed to help special populations students meet all core indicators, but especially reading, mathematics, program completion and graduation rate and nontraditional participation/completion.

Nontraditional coordinator positions are funded at the postsecondary level. They are required to work with regional Tech Prep coordinators to conduct activities for special populations, some of which are to:

- Conduct activities to encourage student participation in and completion of courses leading to nontraditional training and employment, especially careers in computer science, technology, and other high skill occupations.
- Develop and implement activities that assist members of special populations to meet the core indicators of performance in Perkins IV. These activities may include providing students with experience in all aspects of the industry, especially nontraditional training and employment through youth internships and senior projects.
- Develop activities that provide career and technical education programs for adults and school dropouts to complete their secondary school education, with emphasis on technology-based, high skill, high wage careers.
- Conduct activities that will provide career guidance and academic counseling for students to prepare them for nontraditional training and employment.
- Provide services that enable students enrolled in programs preparing for nontraditional occupations to be retained and complete the program.
- Develop work-based experiences in nontraditional careers, especially those that are technology-based.
- Develop partnerships with businesses, industry, parents, and community agencies to encourage student participation in nontraditional training and employment and employment for all special population groups.
- Develop a cadre of role models and mentors for special populations students, including nontraditional students.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels. [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]**

Measurement definitions and approaches and levels of performance were discussed at the secondary annual Perkins workshop in April 2007. The OCTE director also discussed them at the secondary and postsecondary cabinet meetings. The FAUPL document was e-mailed to secondary and postsecondary administrators requesting their input. OCTE will set up conference calls and DDN sessions for further discussion. At the time of submission of this transition plan, OCTE had not completed this procedure.

- 2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Levels of performance were discussed at the secondary Perkins meeting in April and have been discussed via e-mail since then. Secondary and postsecondary cabinet members are also discussing the levels of

performance. The FAUPL document has been e-mailed to eligible recipients and institutions. OCTE is awaiting comment at this time. OCTE plans to use three years of data from Perkins III to establish the baseline for similar core indicators in Perkins IV. The final year of Perkins III data will not be available until July 2007. OCTE will average the 2005, 2006 and 2007 data. OCTE recommends a .25% increase in levels of performance for the transition year.

3. **You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

For the transition year 2007-2008, OCTE will use the measurement definitions and approaches provided by OVAE where possible. OCTE will not be able to use the 2S1, Technical Skill Attainment recommended since it does not have such an assessment in place. It will take considerable time to develop end-of-course exams or some other means to measure TSA. OCTE is waiting for some recommendations from the Next Step Work Group subcommittee to see if any ideas will be financially possible for South Dakota. For the transition year, OCTE will continue to use the percent average in the CTE program as the measure and will raise it from the current 70%, to 75%.

At the present time, OCTE believes it will be able to determine the reading and math skills levels from the data submitted for the AYP report for SD. However, because staff in OCTA and OCTE have not been able to meet due to inability to schedule time together, there is not a baseline available for 1S1, 1S2 and 4S1. That information will be submitted after OCTA and OCTE have determined that the data has been calculated accurately.

For postsecondary programs, OCTE will have to rely on the current measure of GPA to measure 1P1, Technical Skill Attainment for the transition year. During the transition year, the OCTE director will work with the postsecondary cabinet to find a measure that will meet the requirements of Perkins IV.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|--|---|--|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i) | Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA. Denominator: Number of concentrators who took the ESEA assessments in reading/language arts and who have left secondary education in the reporting year. | State and Local Administrative Records | B: Yet to be determined in conjunction with the Offices of Curriculum, Technology & Assessment and Finance & Management | L: Will be pre-populated at the request of the State A: | L: Will be pre-populated at the request of the State A: |
| 1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i) | Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA. Denominator: Number of concentrators who took the ESEA assessments in mathematics and who have left secondary education in the reporting year. | State and Local Administrative Records | B: Yet to be determined in conjunction with the Offices of Curriculum, Technology & Assessment and Finance & Management | L: Will be pre-populated at the request of the State A: | L: Will be pre-populated at the request of the State A: |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|--|--|-------------------------|-------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 2S1 Technical Skill Attainment 113(b)(2)(A)(ii) | Numerator: The number of concentrators who attain a program average of 75% or higher in their CTE program. Denominator: The number of concentrators in the program. | *State and Local Record Exchange See explanation below. | B: 93.40 2007 baseline year; data will be available in July 2007 | L: 93.65% A: | L: 93.90% A: |
| 3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III) | Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma. Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year. | State and Local Administrative Records | B: | L: A: | L: A: |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|--|---|--|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 4S1 Student Graduation Rates 113(b)(2)(A)(iv) | Numerator: Number of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESEA accountability workbook. Denominator: Number of concentrators who have left secondary education in the reporting year. | State and Local Administrative Records | B: Yet to be determined in conjunction with the Offices of Curriculum, Technology & Assessment and Finance & Management | L: Will be pre-populated at the request of the State A: | L: Will be pre-populated at the request of the State A: |
| 5S1 Secondary Placement 113(b)(2)(A)(v) | Numerator: The number of concentrators placed in postsecondary education, employment or the military. Denominator: The number of concentrators completing the program. | State/Local Administrative Data | B: | L: A: | L: A: |

| | | | | | |
|--|---|---------------------------------------|----|----------|----------|
| 6S1 Nontraditional Participation 113(b)(2)(A)(vi) | <p>Numerator: The number of nontraditional participants enrolled in programs preparing them for careers nontraditional for their gender.</p> <p>Denominator: The total number of participants (nontraditional + traditional) enrolled in programs preparing them for careers considered nontraditional for their gender.</p> | State/Local Administrative Data | B: | L: A: | L: A: |
| 6S2 Nontraditional Completion 113(b)(2)(A)(vi) | <p>Numerator: The number of nontraditional concentrators completing programs preparing them for careers considered nontraditional for their gender.</p> <p>Denominator: The total number of concentrators (nontraditional + traditional) completing programs preparing them for careers considered nontraditional for their gender.</p> | State/Local Administrative Data | B: | L: A: | L: A: |

The Technical Skill Attainment measure is for the transition plan. At this time, the state does not have a valid, reliable technical skill attainment assessment. The transition plan is to use the percentage average of courses in a CTE program for 2007-2009. The State plans to develop end-of-course exams and phase them in over the next three to four years. The state is also waiting for information from the Next Steps Work Group Technical Skills Subcommittee for possible plans to use for this measure. The State is raising the percentage average from 70% in Perkins III to 75% for Perkins IV.

The State was not able to determine the baselines for 1S1, 1S2, and 4S1 in time to meet the May 7th deadline due to heavy schedules and lack of staff time in OCTE and not being able to schedule meetings before May 7th with the Office of Curriculum, Technology and Assessment and Office of Finance and Management to obtain the data from them necessary to determine the baselines.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
B. POSTSECONDARY/ADULT LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---------------------------------------|--------------------------------|---------------------------------|---------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07 - 6/30/08 | Year Two 7/1/08 - 6/30/09 |
| 1P1 Technical Skill Attainment 113(b)(2)(B)(i) | Numerator: Number of <u>CTE</u> concentrators who passed technical skill assessments aligned with industry-recognized standards, if available and appropriate, during the reporting year. Denominator: Number of <u>CTE</u> concentrators who took technical skill assessments, if available and appropriate, during the reporting year. | State/Local Administrative Data | B: | L: A: | L: A: |
| 2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii) | Numerator: Number of CTE concentrators who received an industry-recognized credential, certificate, or a degree during the reporting year. Denominator: Number of <u>CTE</u> concentrators who left postsecondary education during the reporting year. | State/Local Administrative Data | B: | L: A: | L: A: |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---------------------------------|--------------------------|-------------------------|-------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 3P1 Student Retention or Transfer 113(b)(2)(B)(iii) | <p>Numerator: Number of <u>CTE</u> concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE</u> concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p> | State/Local Administrative Data | B: | L: A: | L: A: |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|---|---------------------------------------|--------------------------------|---------------------------------|---------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07 - 6/30/08 | Year Two 7/1/08 - 6/30/09 |
| 4P1 Student Placement 113(b)(2)(B)(iv) | <p>Numerator: Number of <u>CTE</u> <u>concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.</p> <p>Denominator: Number of <u>CTE</u> <u>concentrators</u> who left postsecondary education during the reporting year.</p> | State/Local Record Exchange | B: | L: A: | L: A: |
| 5P1 Nontraditional Participation 113(b)(2)(B)(v) | <p>Numerator: Number of <u>nontraditional</u> <u>CTE</u> participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE</u> <u>participants</u> (nontraditional + traditional) who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> | State/Local Administrative Data | B: | L: A: | L: A: |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07- 6/30/08 | Year Two 7/1/08- 6/30/09 |
| 5P2 Nontraditional Completion 113(b)(2)(B)(v) | <p>Numerator: Number of <u>nontraditional</u> CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE</u> concentrators (nontraditional + traditional) who completed a program that leads to employment in nontraditional fields during the reporting year.</p> | State/Local Administrative Data | B: | L: A: | L: A: |

- 4. You must describe how, in the course of developing core indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(f)]**

OCTE staff are working with the SD DOE's Office of Curriculum, Technology and Assessment to collect the NCLB data for career and technical education students. The two offices will identify the CTE student reading, math, and graduation rate data within the Dakota STEP results reported to the US DOE for No Child Left Behind.

OCTE staff have participated in the Data Quality Institutes conducted by OVAE since their inception. During these institutes, staff discussed many different options for each of the core indicators of performance and feel confident that they have developed a good understanding of the intent of the Perkins IV core indicators.

- 5. Performance levels for each of the core indicators of performance required in the one-year transition plan. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

See FAUPL on pages 34-35.

- 6. You must describe your progress for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. Sec. 113(b)(4)(a)(i); sec. 122(c)(10)(B)]**

During the April 4, 2007, secondary Perkins Administration workshop, OCTE notified eligible recipients that they need to run the Perkins accountability data reports to determine their local adjusted levels of performance. OCTE prepared an Excel spread sheet for them to enter their numerator and denominator numbers for programs within their consortium, multi-district, or school district; the spread sheet calculates for them the average performance for the eligible recipient. OCTE is advising recipients to use two years of data, 2005-2006, and 2006-2007. Recipients are currently running the 2005-2006 reports to determine the local level of performance. The 2006-2007 data is due by June 1, 2007. At that time, eligible recipients will run their reports and compare the results of the two years. They will then have two years of data to determine if they will use the local level of performance or the state level. The process to assist the postsecondary institutions in determining local levels of performance will begin in mid-May 2007.

Final negotiations with eligible recipients and institutions who choose to use their local levels of performance instead of the state levels will be concluded by August 15th, 2007.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of**

performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

OCTE will allow eligible recipients to use the last three year's of data to determine levels of performance. In the event of unanticipated circumstances, OCTE will compare the local and state levels. If the state levels would serve the eligible recipient better during such a time, OCTE would allow the recipient to change.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

The new Perkins Portal is being designed to ensure that there is little room for error by LEAs when they enter their data. Most of the required data is collected from the SD DOE's Student Information System (SIMS) and includes gender; race/ethnicity; NCLB reading, math and graduation scores; student grade level; economic disadvantage; Limited English Proficiency status; graduation date; SSN; and SIMS ID#. The only local data entry required are technical skills attainment, placement, single parent, and changes to disabled status. The Perkins Portal reports will provide LEAs with results for each accountability measure; therefore, they will be able to monitor progress for each measure from year to year. They will also be able to track the data for special population students and race/ethnicity. In addition, OCTE staff will be able to monitor the data as it is submitted by LEAs and assist them in making corrections if needed.

OCTE is working closely with the Bureau of Information and Telecommunications (BIT) in the development of the new Portal to ensure that valid and reliable data are collected. Having an in-house software development team through BIT will provide OCTE immediate assistance to fix any problems that might develop. The programmers developing this system are one minute away on second floor of the Kneip Building.

Two OCTE staff specialists are specifically assigned to accountability and all program staff participate in collecting and validating the data. OCTE conducts regional data collection workshops, which are scheduled in the spring a few weeks before the data will be submitted to help ensure that the Perkins Points of Contact (POC's) at each school have been trained. OCTE develops a comprehensive, step-by-step data entry guide to assist POC's as they enter the data. OCTE staff provide technical assistance as needed by phone, e-mail, web site, and on-site visits to assist POC staff as they enter the accountability measures.

While the LEAs are entering data, OCTE staff provide technical assistance through phone, e-mail, and visits, when possible. After data is entered, the two OCTE accountability specialists check the data for accuracy and follow-up with all schools that have omitted data or entered it incorrectly. LEAs are required to submit a Data Validation Form and the General Assurances that all data submitted are valid and

performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

OCTE will allow eligible recipients to use the last three year's of data to determine levels of performance. In the event of unanticipated circumstances, OCTE will compare the local and state levels. If the state levels would serve the eligible recipient better during such a time, OCTE would allow the recipient to change.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

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While the LEAs are entering data, OCTE staff provide technical assistance through phone, e-mail, and visits, when possible. After data is entered, the two OCTE accountability specialists check the data for accuracy and follow-up with all schools that have omitted data or entered it incorrectly. LEAs are required to submit a Data Validation Form and the General Assurances that all data submitted are valid and

reliable. Additionally, the on-site PIP and desk audits will review the data entry process with LEAs.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

OCTE provided information on levels of performance to consortiums during the April Perkins workshop. Since then, the state Perkins administrator has discussed minimum levels of performance via phone and e-mail. The minimum level of performance will be the average of the 2005, 2006 and 2007 levels of performance where applicable. OCTE will determine the baseline for the new Perkins IV measures. OCTE will develop an assurance statement for consortiums to sign off on and a policy statement on how the State will agree with each consortium. The assurance statement form and policy will go into the Perkins IV Policy Manual.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The state's Program Improvement Process (PIP) provides career and technical education programs in South Dakota with a self evaluation to determine where the programs are and where they would like to be. As part of the process, teachers and advisory committees determine three to five goals to guide them in the improvement process. The PIP assists programs in meeting state and federal requirements and is required for career and technical education programs to achieve "Approved Program" status which makes them eligible for federal funding.

The Program Improvement Process (PIP) is South Dakota's model for all secondary and postsecondary career and technical education programs. This model identifies criteria found in quality programs. Specific indicators suggest ways that a career and technical education program can meet the criteria expected in quality programs. The instrument is designed to help programs identify plans to meet the criteria and improve program quality. The PIP is on a four-year cycle for secondary programs and a three-year cycle for postsecondary.

In the secondary cycle, an on-site visit is conducted in a region in year one. Teachers and advisory committees develop an Action Plan that sets timelines, identifies the person(s) responsible for completing activities and determines the need for technical assistance. This assistance may include other local teachers, administrators, business/industry and community resources, and/or state staff. In years two-four, programs complete an Annual Progress Report. They revisit their goals, add/delete goals or change them. They may also revise the Action Plan.

OCTE conducts Program Improvement Process visits to postsecondary institutions on a three-year cycle. During the visits, programs are reviewed on the following criteria:

- curriculum and instruction (technical standards; transferable work competencies; program placement; institution formal review process; work-based learning; use of Perkins funds to meet program goals and standards);

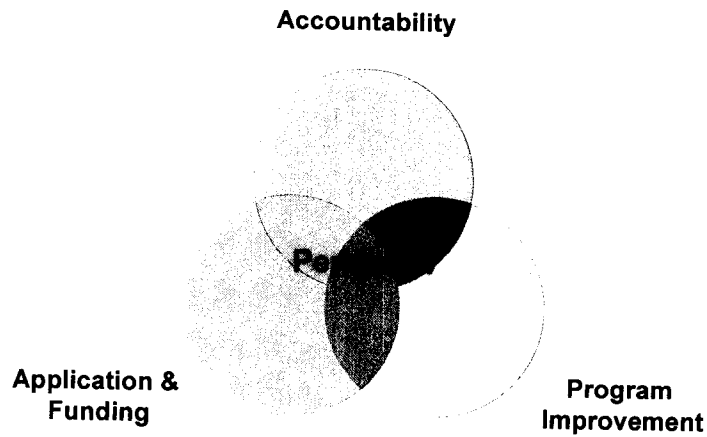
- facilities, equipment and safety (facility size adequate to meet program needs; adequate storage; facility designed for effective teaching; program laboratories reflect business/industry standards; equipment and technology current and meets business/industry expectations);
- management (marketing program in place; active student recruitment and retention; instructors visit business/industry sites annually); and
- student services (students receive labor market information; students receive job-seeking and job-retention training; supplemental instruction and support services are provided; instructors teach to learning styles and adapt teaching methodologies; instructors receive training in strategies to meet needs of students in nontraditional programs).

Programs prepare action plans during the on-site review cycle and submit them to OCTE. The OCTE program specialist in the program area being reviewed prepares and submits a report to the State Board of Education who then either approves the programs for three years, puts the program on probation, or rejects them. In the off-years of the three-year cycle, programs submit the Annual Progress Report and updated program goals.

During regional workshops each fall, state staff explain the PIP process, discuss Perkins accountability and the state levels of performance, review the PIP instruments, discuss PIP goals and action plans, and update teachers on the Perkins law.

In the spring, OCTE staff conduct Perkins Accountability and Data Collection Workshops. During these workshops, staff demonstrate the web-based software and provide technical assistance to the people entering the data. OCTE also provides technical assistance through phone, e-mail, and on-site visitations if requested.

OCTE conducts an annual Perkins Administration Workshop for consortium, multi-district, CTE directors, and postsecondary administrators. Staff explain the most relevant sections of the Perkins law, discuss the Annual Perkins Application, Perkins Accountability and how budget requests, core indicators, and program improvement are all tied together. State staff used the following graphic to explain the relationship among the requirements of the law, accountability, funding, and program improvement.



B. Other Department Requirements

1. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under Section 113(c)(1)-(2), including:
 - (a) The student definitions that you will use for “participants” and “concentrators” for the secondary core indicators of performance;

Student Definitions

A. Secondary Level

Participant – A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrator– A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipient.

- (b) The student definition that you will use for “participants” and “concentrators” for the postsecondary/adult core indicators of performance;

B. Postsecondary/Adult Level

Participant – A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrator – A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more

academic and technical credits and culminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that culminates in an industry-recognized credential, a certificate, or a degree.

- (c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year.**

See FAUPL on pages 34-35.

- (d) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-2008 and 2008-2009 program years and send the forms for you to finish completing.**

See FAUPL on pages 34-35. OCTE is still in the process of obtaining this information from the Office of Curriculum, Technology, and Assessment and Office of Finance and Management.

V. TECH PREP PROGRAMS

A. Statutory Requirements

- 1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(I)]**

Tech prep grant awards will be awarded on a formula, 25% of the basic tech prep grant to each of the four consortia. Each tech prep consortium will be required to have a \$50,000 match for 2007-2008. Plans are also in place to include a tech-prep line item in the state postsecondary technical education budget for 2008-2009.

The following rubric has been developed to determine the quality of Tech Prep applications.

Tech Prep Scoring Rubric

The applicant must describe/explain how the Tech Prep program will address each of the items in the rubric below. The degree to which the application addresses each item will determine whether the application is accepted. The overall score for the applicant must be at least 140 points. If the application does not attain the minimum, it must be revised until it meets the standards set by OCTE.

Excellent - The application addresses the item clearly and precisely.

Above Average - The application addresses the item satisfactorily.

Average - The application addresses the item, but not clearly or completely.

Below Average - The application alludes to the item, but is vague and non-definitive.

Absent - The application does not address the item.

| Evaluation Criteria | Absent | Below Average | Average | Above Average | Excellent | |
|--|-------------|---------------|---------|---------------|-----------|--|
| State Accountability | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Articulation/Dual Enrollment Opportunities | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Career Clusters/ Pathways | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Youth Internships | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Activities for Special Populations, including Nontrad. | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Teachers as Advisors | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Career Guidance/ Personal Learning Plans | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| HSTW/MMGW | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| 200 possible points | TOTAL SCORE | | | | | |

One of the changes planned for the four Tech Prep regions for 2007-2008 is to have each region reserve \$2,000 to start a HSTW pilot site in their region. This \$2,000 would need to be matched with local funds. This plan will help expand the number of HSTW sites which will result in school improvement plans for the pilot sites and increases in student achievement.

B. Other Department Requirements

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia.**

See Appendix C.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocations. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Title II will not be consolidated with Title I. The secondary/postsecondary split for the transition year will be 45% secondary and 55% postsecondary. OCTE is

planning a 50/50 split for 2008-2009. The rationale for this split is based on declining enrollments at the secondary level. An increase in Perkins funds for secondary will help them maintain the base of funding for programs. Also, the number of secondary students is approximately 80,000 compared to approximately 5,000 at the postsecondary level. The formula for allocating Tech Prep funds is 25% to each of the four consortiums.

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

Secondary Reserve = \$280,494

Formula Allocation for Secondary = \$1,514,666

The allocations are based on the formula in Section 131(a)(1)(2) for secondary allocations: 30% on the population of 5-17 year olds residing in the district and 70% on the population of 5-17 year olds in families below the poverty line. The allocation table is located in Appendix F.

- 3. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Not applicable.

- 4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

No school district boundaries were changed since the population and/or enrollment data were collected. However, in the case where school districts consolidate, the allocation data follows the LEA into the consolidated district. For example, Midland District and Kadoka District will consolidate into the Kadoka Area School District beginning in 2007-2008. The Midland allocation now goes to the Kadoka Area School District. Midland belonged to the Three Rivers Consortium; Kadoka belongs to the Badlands Consortium. Midland will now by virtue of being consolidated with Kadoka become a member of the Badlands Consortium.

Each consolidating district has been requested to send a letter to its respective consortium informing of the consolidation. A copy of that letter is sent to OCTE and filed.

- 4. You must provide a description of any proposed alternative allocation formula(s).**

Not applicable. No alternative allocation formulas are being used.

B. Other Department Requirements

1. You must submit a detailed project budget.

See Appendix E.

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

See allocation table in Appendix F.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Secondary: The allocations are based on the formula in Section 131(a)(1)(2) for secondary allocations - 30% on the population of 5-17 year olds residing in the district and 70% on the population of 5-17 year olds in families below the poverty line.

Postsecondary: The allocations are based on Section 132(a)(2). The number of Federal Pell Grant recipients plus the number of recipients receiving assistance from the Bureau of Indian Affairs. Students are counted only once if they receive Pell Grants and Bureau of Indian Affairs grants.

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

OCTE will award reserve funds via a Request for Proposal to establish a statewide advisory Career Cluster Implementation Committee to research, develop and pilot career clusters in the area of Health Science; Agriculture & Natural Resources; Hospitality & Tourism; Information Technology; Human Services; Architecture & Construction; Manufacturing; Science-Technology-Engineering-Mathematics; and Education & Training.

The RFP is located in Appendix D.

Postsecondary reserve funds are awarded on a formula based on 25% of the available funds to each of four postsecondary institutions for a nontraditional coordinator position. The RFP is located in Appendix D.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

For secondary, see Reserve Fund Application in Appendix D. For postsecondary, available funds are divided equally among four postsecondary technical institutes. Scoring rubrics are included with each RFP.

- 6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(2) or 132(a)(4) of the Act.**

The entire state is considered rural except for Sioux Falls and Rapid City. In the extremely sparsely populated areas, waivers are granted to eligible recipients in the event that they cannot join with another consortium or area multi-district because of distance and isolation.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

See Appendix G.

APPENDIX A

**LOCAL PERKINS APPLICATION
FORM**

**ANNUAL PERKINS SECONDARY/POSTSECONDARY APPLICATION
2007-2008**

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

Instructions and Requirements

This Application is for Title I Part C state-allocated funds.

The Office of Career and Technical Education (OCTE) reserves the right to reject any application if the application does not meet the criteria or there is a lack of available funds.

APPLICATIONS ARE DUE IN THE OFFICE OF CAREER AND TECHNICAL EDUCATION (OCTE)

JUNE 1, 2007

Eligible recipients for Title I Part C state-allocated funds include:

- | | |
|---------------------------|---|
| <u>CATEGORY 1:</u> | School districts who were allocated amounts over \$15,000 and are not a member of a consortium or multi-district. |
| <u>CATEGORY 2:</u> | The four legally constituted career and technical education multi-districts meeting the \$15,000 minimum allocation. |
| <u>CATEGORY 3:</u> | Consortiums – two or more school districts that have joined together to meet the minimum \$15,000 allocation requirements. |
| <u>CATEGORY 4:</u> | Postsecondary institutions that provide career and technical approved programs meeting the minimum of \$50,000 allocation. |
| <u>CATEGORY 5:</u> | Schools districts or postsecondary institutions whose allocation falls below the minimum but have received an OCTE-approved waiver. |

Purpose of the Perkins Act (Section 2):

The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by –

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- (5) providing technical assistance that –
 - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
 - (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools; postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Eligible recipients and eligible institutions may use no more than five (5) percent of grant funds for administrative costs.

LOCAL USES OF FUNDS

| Required Use of Funds [Section 135(b)(1-9)] | Permissive Use of Funds [Section 135(c)(1-20)] |
|---|--|
| <ol style="list-style-type: none"> 1. Strengthen the academic and career and technical skills of students participating in career and technical education programs 2. Link career and technical education at the secondary level and career and technical education at the postsecondary level 3. Provide students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences 4. Develop, improve, or expand the use of technology in career and technical education 5. Provide professional development programs 6. Develop and implement evaluations of the career and technical education programs carried out with funds 7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology 8. Provide services and activities that are of sufficient size, scope, and quality to be effective 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency | <ol style="list-style-type: none"> 1. To involve parents, businesses, and labor organizations , in the design, implementation, and evaluation of career and technical education programs 2. To provide career guidance and academic counseling 3. For local education and business (including small business) partnerships, including for- <ul style="list-style-type: none"> Work-related experiences for students, such as internships, entrepreneurship, and job shadowing related to career and technical education programs Industry experience for teachers and faculty 4. To provide programs for special populations 5. To assist career and technical student organizations 6. For mentoring and support services 7. For leasing, purchasing, upgrading pr adapting equipment 8. For teacher preparation programs that address the integration of academic and career and technical education 9. To develop and expand postsecondary program offerings through the use of distance education 10. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs including <ul style="list-style-type: none"> Articulation agreements Postsecondary dual and concurrent enrollment programs 11. To provide activities to support entrepreneurship education and training 12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study 13. To develop and support small, personalized career-themed learning communities 14. To provide support for family and consumer sciences programs 15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts 16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job 17. To support training and activities (such as mentoring and outreach) in non-traditional fields 18. To provide support for training programs in automotive technologies 19. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives 20. To support other career and technical education activities that are consistent with the purpose of this Act |

Required Use of Funds

Perkins IV requires eligible recipients to expend funds in the following nine required categories.

Directions: If no Perkins Funds are budgeted for a required use, check No and explain in the column to the right how local or state funds are being used to meet the requirement.

| | | | |
|--------------------------|------------|---|--------------------|
| <input type="checkbox"/> | Yes | 1. Strengthen the academic and career and technical skills of students participating in career and technical education programs. | Explanation |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | | | |

| | | | |
|--------------------------|------------|---|--------------------|
| <input type="checkbox"/> | Yes | 2. Link career and technical education at the secondary level and career and technical education at the postsecondary level. | Explanation |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | | | |

| | | | |
|--------------------------|------------|--|--------------------|
| <input type="checkbox"/> | Yes | 3. Provide students with strong experience in the understanding of all aspects of an industry, which may include work-based learning experiences. | Explanation |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | | | |

| | | | |
|--------------------------|------------|--|--------------------|
| <input type="checkbox"/> | Yes | 4. Develop, improve, or expand the use of technology in career and technical education. | Explanation |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | | | |

| | | | |
|--------------------------|------------|--|--------------------|
| <input type="checkbox"/> | Yes | 5. Provide professional development programs. | Explanation |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | | | |

| | | | |
|--------------------------|------------|--|--------------------|
| <input type="checkbox"/> | Yes | 6. Develop and implement evaluations of the career and technical education programs carried out with funds. | Explanation |
| <input type="checkbox"/> | No | | |
| <input type="checkbox"/> | | | |

| | | | |
|--|-----|---|-------------|
| | Yes | 7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. | Explanation |
| | No | | |
| | | | |

| | | | |
|--|-----|---|-------------|
| | Yes | 8. Provide services and activities that are of sufficient size, scope, and quality to be effective. | Explanation |
| | No | | |
| | | | |

| | | | |
|--|-----|--|-------------|
| | Yes | 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. | Explanation |
| | No | | |
| | | | |

Standard Unallowable Costs

1. Capital expenditures
2. Equipment and supplies for building maintenance.
3. General storage files or cabinets not designed to store specific tools or equipment.
4. Standard classroom furniture not unique to the instructional program. (Except for new programs.)
5. Furniture, files and equipment utilized by the teacher or instructor. (Except for new programs.)
6. Vehicles such as automobiles, trucks, buses, airplanes, boats, golf carts, snow mobiles, motorcycles.
7. Leasing of vehicles, car rentals, etc.
8. Consumable supplies to be made into products to be sold or to be used personally by students, teachers or other persons (paper, pens, CO₂ cartridges, toner cartridges, batteries, etc.).
9. Instructional aids, uniforms, tools or other items to be retained by the students.
10. Maintenance contracts, equipment repair and excessive installation costs.
11. Meals, banquets, entertainment.
12. Contingency or "petty cash" funds.
13. Dues/memberships to professional organizations or societies, including dues to the Association for Career and Technical Education (ACTE), South Dakota Association for Career and Technical Education (SDACTE) and other similar organizations.
14. Gifts, door prizes, etc.
15. Lodging, food, transportation, registration fees, dues for Career Technical Student Organizations.
16. Career and technical education programs for students below the 7th grade.
17. No Perkins funds may be used to induce out-of-state relocation of businesses.
18. Supplanting, i.e., replacing appropriated state or local funds, with federal funds.

ANNUAL APPLICATION – INSTRUCTIONS FOR COMPLETION

Hard copy of the **General Assurances** page and **Authorization** page (located at the end of this application) must be submitted bearing the original signatures of the authorized official of the submitting eligible recipient/eligible institution for each application category.

Step 1. General Assurances. Read and complete only one General Assurances set for the school, multi-district, consortium or postsecondary institution.

Step 2. Complete only one Annual Application for Federal Funds **Authorization Page** for the school, consortium, multi-district or postsecondary institution.

Consortiums and multi-districts ONLY: Submit the **Transfer of Allocation** forms with the original signature for each member school.

Step 3. Complete the Perkins Request for Funding Excel Document using the directions below:

A. Select the appropriate tab/worksheet at the bottom of the excel spreadsheet for the specific request. The tabs/worksheet categories are:

- Academic & Technical Skills
- Secondary and Postsecondary Connections
- Business & Industry
- Technology
- Professional Development
- Program Evaluation
- Program Improvement/Expansion
- Special Populations
- Permissible Uses

B. Enter the appropriate information in each column.

- Column A: School/Institution
- Column B: Program
- Column C: Specific Request
 - Include number of items & cost per unit
 - Include teachers name if applicable
- Column D: Contracted Salary
- Column E: Supplemental Costs
- Column F: Instructional Costs
- Column G: Equipment
- Column H: Registration
- Column I: Mileage
- Column J: Meals
- Column K: Room
- Column P: Justification

The justification questions for each category are:

- **Academic & Technical Skills:** Explain how the request will strengthen academic or technical skills.
- **Secondary and Post-Secondary Connections:** Explain how the request will link CTE at the secondary level and the post-secondary level
- **Business & Industry:** Explain how the request will provide students with a strong experience in and understanding of all aspects of industry, which may include youth internships.

- **Technology:** Explain how the request will develop, improve, or expand the use of technology.
- **Professional Development:** Explain how the professional development will enhance integration of CTE and academics, enhance effective teaching skills based on research, improve or enhance parental and/or community involvement, stay current with all aspects of industry, or train teacher in the effective use and application of technology
- **Program Evaluation:** Explain how the request will be used to evaluate the CTE program
- **Program Improvement/Expansion:** Explain how the request will improve or expand and modernize the program
- **Special Populations:** Explain how the request will prepare special populations, including non-traditional and single parents, for high, skill, high-wage, or high-demand occupations that will lead to self-sufficiency
- **Permissible Uses:** Explain how the request will fulfill a permissible use of funds. See instructions for the list of specific permissible use of funds.

Step 4: E-mail the completed Application to Gloria Smith-Rockhold, gloria.smith-rockhold@state.sd.us.

Step 5: State Staff will review requests and enter the approved amount in column N then; Gloria Smith-Rockhold will e-mail Consortium Directors back the application.

Step 6: Review the approved and non-approved requests

Step 7: Inform individual schools/programs of approved and non-approved requests

Step 8: Amendments: If amendments need to be made...

- First: Pre-approve requests with state staff by e-mail.
- Enter in amended requests on the application in the appropriate tab/worksheet.
- Highlight each the row to display the amended request.
 - click on the number of the row and choose lavender as the fill color.
- E-mail the application to Gloria Smith-Rockhold.

School No. _____

Continuing

Grant No. _____

Continuing _____
New Program

School, Consortium, Multi-district, or Postsecondary Institution Name

Address (zip code)

Phone (area code)

PROJECT TITLE: Perkins Program Improvement

PROGRAM (IF APPLICABLE) _____

PROJECT DURATION Beginning July 1, 2007 Ending June 30, 2008

PERSON INITIATING PROPOSAL _____

E-mail address _____

Authorized Representative Signature: I hereby certify that all data in this application is true and correct. The document has been duly authorized by the governing body of the applicant.

AUTHORIZED REPRESENTATIVE _____

Signature

Title _____ **Date** _____

E-mail Address

><><><><><><> FOR STATE OFFICE USE ONLY <><><><><><>
APPROVED FUNDING CATEGORY:

Title I, Part B
State Program/Leadership

Title II, Section 204
Tech Prep Education

Title I, Part C

Program Improvement

Secondary Program

Postsecondary Program

Adult Program

☐ Career and technical Education funds approved for this application.

\$_____ Total \$_____ Federal \$_____ Other

Signature of State Director

Date _____

Signature of Grants Administrator

Date _____

GENERAL ASSURANCES

This applicant certifies to the South Dakota Board of Education that:

1. All programs, services and activities covered by this application will be conducted in accordance with Titles I, II and III of the Act, Regulations and the State Plan.
2. Federal funds made available will be used to supplement and, to the extent practical, to increase the amount of local funds that would, in the absence of such federal funds, be made available, and in no case to supplant such local funds; supporting documents will be maintained for audit that specifically identify the purpose for which federal funds have been expended.
3. By accepting federal funds, the recipient hereby agrees to establish and maintain fiscal control and accounting procedures, as set forth in current federal regulations, in order to ensure proper disbursement of, and accounting for, federal funds for the intended purpose.
4. By accepting federal and/or state funds, the recipient hereby agrees to repay any funds that have been finally determined through the federal or state audit resolution process to have been misspent, misapplied or otherwise not properly accounted for.
5. Equipment purchased with federal funds remains the property of the State of South Dakota.
6. The local application has been developed taking into consideration other educational and training resources available in the area including private and trade schools.
7. The applicant maintains documentation to verify the eligibility of students enrolled in programs supported by federal funds for education of students who are members of special populations.
8. The local applicant agrees to comply with all state and federal rules and regulations regarding nondiscrimination on the basis of disability, race, color, national origin and sex.
9. The local applicant agrees that if a curriculum grant is approved, two copies of the materials, booklets, etc. must be sent to Office of Career and Technical Education before final payment is made.
10. The state may terminate this grant within 30 days after approval for violation of this agreement or applicable regulations.
11. Funds expended under this Act will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization.
12. The eligible recipient or the eligible institution agrees to maintain inventory of items purchased with Perkins funds. All equipment purchased with Perkins funds must be so designated in the eligible recipient's or eligible institution's accounting system.

Items must be tagged with an identifying label. The eligible recipient will provide a list of all equipment purchased with Perkins funds to the Office of Career and Technical Education at the end of each fiscal year (by June 30th).

13. State and local funds will be used in the schools that are receiving federal funds under the Act to provide services that, taken as a whole, are at least comparable to services being provided in schools that are not receiving such federal funds.
14. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment and placement activities to the full range of career and technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.
15. Career and technical education planning for individuals with disabilities will be coordinated between appropriate representatives of career and technical education, special education and state vocational rehabilitation agencies.
16. The provision of career and technical education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.
17. Career and technical education programs/support activities funded under Title I, Part C, in a consortium arrangement, shall be available to ALL students of the participating LEAs in the consortium.
18. No funds made available under this Act shall be used to require any secondary student to choose or pursue a specific career path or major.
19. No funds made available under this Act shall be used to mandate that an individual participation in a career and technical education program, including a career and technical program that requires the attainment of a federally funded skill level, standard or certificate of mastery.
20. No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered.
21. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased with funds under this Act.
22. The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection 324(a-b) and shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. Section 324(a-b)
23. Funds made available under this Act may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act (IDEA) and

services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. (Sec. 324(c))

24. All programs, services and activities covered by this application will be conducted in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the U. S. Office for Civil Rights' "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap."
25. Statistical data (Student Enrollment and Perkins Core Indicators (Accountability Requirements), and financial and final narrative reports required by Office of Career and Technical Education and Office of Finance and Management/Grants Management, will be submitted on time.
26. WHEN PLANNING THE EXPENDITURE OF PERKINS FUNDS, ELIGIBLE RECIPIENTS AND ELIGIBLE INSTITUTIONS MUST DESCRIBE HOW THE REQUESTED FUNDS ARE RELATED TO THE PERKINS REQUIRED USES OF FUNDS, AND PERMISSIBLE USE OF FUNDS, IF APPLICABLE, AND PERKINS ACCOUNTABILITY REQUIREMENTS.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(e) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(f) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as

amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Assurances and Certification Statement: The applicant assures the South Dakota Department of Education that this project will be administered in compliance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and the Statement of Assurances on pages 1-10 in Appendix B of this application, with state and federal laws and regulations applicable to the use of these funds, that the information contained in this application is accurate and complete, and that the board of the above named applicant has authorized me as its representative to file this application.

| | |
|---|------|
| NAME OF APPLICANT | |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| SIGNATURE | DATE |

SECONDARY CONSORTIUM ALLOCATION TRANSFER OF FUNDS

LOCAL ANNUAL PERKINS APPLICATION

PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

I certify that the _____ has formed a
Multi-District/Consortium Name

consortium for the purpose of receiving federal career and technical education funds
under Title I – Part C of the Carl D. Perkins Career and Technical Education Act of 2006.

The following federal career and technical education funds allocated to

_____ are to be released to
Local Educational Agency

_____, for the school
Multi-District/Consortium Fiscal Agent

year 20____ - 20_____.

Title I - Part C, Basic Grant – Career and Technical Programs \$ _____

Date **Signature of Local Education Agency Superintendent/CEO**

**Send ONE SIGNED FORM PER CONSORTIUM OR MULTI-DISTRICT MEMBER SCHOOL to
the Office of Career and Technical Education. Maintain a copy of this signed form at the
consortium or multi-district level.**

Secondary Final Narrative 2008 Perkins Program Improvement

**DUE: JUNE 30th, 2008 WHEN REQUEST FOR FINAL PAYMENT IS
SUBMITTED**

School/Consortium/Multi-District/ _____

Section A: School/Consortium/Multi-district and Cluster/Program Accountability

Log onto the portal and print the Consortium Accountability reports. Using the accountability report determine if the consortium has met each measure. If the Consortium did not meet a measure, indicate how the consortium plans to meet the measure in the future.

| Met Measure (Yes/No) | Measure | Goals to meet the measure in the future. |
|----------------------------|---|--|
| | 1S1 Academic Attainment – Reading Language Arts | |
| | 1S2 Academic Attainment - Math | |
| | 2S1 Technical Skill Attainment | |
| | 3S1 Completion | |
| | 4S1 Graduation Rate | |
| | 5S1 Placement | |
| | 6S1 Non-Trad. Enrollment | |
| | 6S2 Non-Trad. Completion | |

Section B: Description of Activities carried out with Perkins funds.

Directions: Check if Perkins or local funds were used. Describe the activities that were carried out for each of the categories below.

| Perkins | Local | Categories |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Describe activities carried out to strengthen academic and technical skills of CTE students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Describe activities carried out to link secondary CTE and post-secondary education. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Describe activities carried out that provided students a strong understanding of all aspects of an industry. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Describe activities carried out that developed, improved, or expanded the use of technology in CTE. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Describe professional development activities carried out. |

| Perkins | Local | Categories |
|---------|-------|--|
| | | 6. Describe activities carried out to meet the need of evaluating CTE programs of study. |
| | | |
| | | 7. Describe activities carried out that initiated, expanded, or modernized quality CTE programs of study. |
| | | |
| | | 8. Describe activities carried out that provided services of sufficient size, scope, and quality to be effective |
| | | |
| | | 9. Describe activities carried out to prepare special populations including non-traditional students for high skill, high wage, or high demand occupations. |
| | | |
| | | 10. Describe how activities related to career guidance and academic counseling for CTE students were carried out. |
| | | |
| | | 11. Describe how the recruitment and retention of CTE teachers were carried out. |
| | | |

Postsecondary Final Narrative 2008 Perkins Program Improvement

**DUE: JUNE 30th, 2008 WHEN REQUEST FOR FINAL PAYMENT IS
SUBMITTED**

Institution Name _____

Section A: Postsecondary Institution and Cluster/Program Accountability

Log onto the portal and print the Consortium Accountability reports. Using the accountability report determine if the consortium has met each measure. If the Consortium did not meet a measure, indicate how the consortium plans to meet the measure in the future.

| Met Measure (Yes/No) | Measure | Goals to meet the measure in the future. |
|----------------------|---|--|
| | 1P1 – Technical Skill Attainment | |
| | 2P1 – Credential, Certificate, Degree | |
| | 3P1 – Student Retention and/or Transfer | |
| | 4P1 – Student Placement | |
| | 5P1 – Nontrad. Participation | |
| | 5P2 – Nontrad. Completion | |

Section B: Description of Activities carried out with Perkins funds.

Directions: Check if Perkins or local/state funds were used. Describe the activities that were carried out for each of the categories below.

| Perkins | Local | Categories |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Describe activities carried out to strengthen academic and technical skills of CTE students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Describe activities carried out to link secondary CTE and postsecondary education. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Describe activities carried out that provided students a strong understanding of all aspects of an industry. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Describe activities carried out that developed, improved, or expanded the use of technology in CTE. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Describe professional development activities carried out. |

| Perkins | Local | Categories |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Describe activities carried out to meet the need of evaluating CTE programs of study. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Describe activities carried out that initiated, expanded, or modernized quality CTE programs of study. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Describe activities carried out that provided services of sufficient size, scope, and quality to be effective |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Describe activities carried out to prepare special populations including non-traditional students for high skill, high wage, or high demand occupations. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Describe how activities related to career guidance and academic counseling for CTE students were carried out. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Describe how the recruitment and retention of CTE teachers were carried out. |

DEFINITIONS

Academic Course: A course that supports either a pathway specific course, a cluster course, or both. Academic courses are non-CTE courses that teach the knowledge and skills necessary for application in CTE courses. Academic courses that provide direct support to a CTE course, and Advanced Placement (AP) and dual enrollment courses may be part of a program of study. For example, geometry is an excellent support course for the *Architecture and Construction* cluster and its pathways. Anatomy and physiology supports the *Health Science* cluster. Advanced Biology supports the *Animal Systems* pathway in the *Agriculture, Food, and Natural Resources* cluster.

Administration: The term 'administration', when used with respect to an eligible agency, eligible recipient, or eligible institution, means activities necessary for the proper and efficient performance of the eligible agency, recipient, or institution's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

All Aspects of an Industry: Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information as described in section 118.

Articulation Agreement: The term means a written commitment (A) that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution; or a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution; and (B) to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the 2 institutions described above.

Career and Technical Education: Organized educational programs offering a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses that meet the requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Career and Technical Education Students:

Secondary participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Secondary Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipient.

Postsecondary Participant: Participant – A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Postsecondary Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Career and Technical Student Organizations (CTSOs): An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Career Cluster: A way to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels.

Career Guidance and Academic Counseling: Guidance and counseling that provide access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future; and provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

Cluster Course: A course that could fit more than one pathway within a cluster. The skills taught in such a course would be applicable in all pathways within the cluster. For example, in the *Education and Training* cluster, Human Development and Interpersonal Relationships would be cluster courses. In the *Human Services* cluster, Human Development, Parenting, and Interpersonal Relationships would fit. The *Manufacturing* cluster has six pathways: the Introduction to Manufacturing course could apply to several pathways within this cluster.

Displaced Homemaker: An individual who –

- (A) has worked primarily without remuneration to care for a home and family, and for that reason, has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economically Disadvantaged Person: Identified as a "special population"; individuals who receive free or reduced lunch, receive TANF, receive benefits under the Food Stamp Act, receive services under Title I, Chapter I of the Education Act of 1965 or have other indicators of economic status that identify them as in need of economic assistance.

Eligible Agency: A State Board designated or created consistent with state law as the sole state agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the state. In South Dakota, this board is the South Dakota State Board of Education.

Eligible Institution:

- (A) An institution of higher education;
- (B) A local educational agency providing education at the postsecondary level;
- (C) An area career and technical education school providing education at the postsecondary level
- (D) A postsecondary educational institution controlled by the Bureau of Indian Affairs or operated on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934;
- (E) An educational service agency; or
- (F) A consortium of two or more of the entities described in subparagraphs (A) through (E).

Eligible Recipient:

- A) A local educational agency, an area career and technical education school, an educational service agency or a consortium eligible to receive assistance; or

- B) A postsecondary institute or consortium of postsecondary institutes eligible to receive assistance.

Equipment – tangible items that can depreciate, such as digital cameras, computer systems (monitor, keyboard, CPU), modules, welders, etc. Inventory must be maintained by the eligible recipient. Small items such as cameras are sometimes referred to as “pilferable” items. All equipment purchased with Perkins funds must be so designated in the eligible recipient's or eligible institution's accounting system. The eligible recipient will provide a list of all equipment purchased with Perkins funds to the Office of Career and Technical Education at the end of each fiscal year (by June 30th).

Foundational CTE Course: A course that could apply across all 16 clusters. For example, an employability or workplace skills course would be applicable in all 16 clusters and all occupations within all clusters. This course could be counted as part of a program of study in any cluster. Foundational CTE courses are taught by certified CTE teachers. For example, a FACS teacher could teach an employability course and the approved Ag teacher could count the course as part of an agriculture program of study. Other examples of “foundational CTE courses” are Career, Family, and Community Connections (FACS); Foundations of CTE; Careers; Leadership; Entrepreneurship; Personal Finance; and Nutrition and Wellness.

Individuals with a Disability: In general means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

- (A) A person with a physical or mental impairment that substantially limits one or more major life activities;
- (B) A person with a record of such a physical or mental impairment; or
- (C) A person who is regarded as having such an impairment.

In-Kind Contributions: Facilities, overhead, personnel and equipment fairly valued.

Instructional Materials: Instructional and related or supportive materials, including materials using advanced learning technology, in any occupational field that is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field and appropriate counseling and guidance material.

Limited English Proficiency: A secondary school student, an adult or an out-of-school youth who has limited ability in speaking, reading, writing or understanding the English language and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Local Educational Agency (LEA): A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a career and technical education program.

Local Plan: Each eligible recipient desiring assistance under this Title for any fiscal year shall prepare and submit to the Office of Career and Technical Education a one-year transition plan for the 2007-2008 school year and a five-year plan for the 2008-2013 school years and such annual revisions as required by OCTE.

Nontraditional Fields: Occupations or fields of work, including careers in computer science, technology and other current and emerging high skill occupations, for which individuals from

one gender comprise fewer than 25% of the individuals employed in each such occupation or field of work.

Other Barriers: Special populations' students that are not counted in any of the other special population categories. Examples: low academic scores, need for tutoring. These examples would not be related to any other special population group such as learning disabled, IEP, 504, etc. If the students' barriers are not counted anywhere else, count them in "other barriers."

Pathway Program of Study: A sequence of courses that includes foundational, cluster specific, and pathway specific courses, and supporting higher level academic courses which may include Advanced Placement (AP), dual or concurrent enrollment, and articulable courses.

Pathway Specific Course: A course that is particular to a specific pathway or pathways within a cluster. In the *Education and Training* cluster; the Occupational Child Care course would apply in the specific pathway Teaching/Training. In the *Agriculture, Food and Natural Resources* cluster, the course Companion Animals would be specific to the pathway Animal Systems within this cluster.

Postsecondary Tech Prep Student: A student who has completed the secondary education component of a tech prep program; and has enrolled in the postsecondary education component of a tech prep program at an institution of higher education.

Prevocational Training Programs: Programs designed to provide attitudinal and motivational services to students prior to their entering career preparatory programs. Programs may also include basic skills development, assessment of student needs, abilities, aptitudes and interests in relation to career and technical education and jobs, as well as guidance and counseling services.

Program of Study: A planned sequence of courses including career and technical and academic support courses that provide a pathway from secondary to postsecondary education.

Scientifically based Research: Research that is carried out using scientifically based research standards, as defined in section 102 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9501).

Scope and Sequence of Courses: An integrated series of courses directly related to the educational and occupational skills' preparation of individuals for jobs or preparation for postsecondary education.

Secondary Tech Prep Student: A secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program.

Senior Projects and Youth Internships: These special CTE courses must follow the state guidelines and relate to a cluster or pathway. Senior projects are a capstone experience requiring students to demonstrate what they know and can do. The project consists of four components: a portfolio; a research paper; a product; and a presentation. Youth Internships are supervised work-based experiences related to a student's chosen career path.

Single Parent: An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody.

Special Assistance: Specially designed instruction, teachers' aides to support classroom or laboratory instruction, taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for

students with visual impairments, classroom equipment adapted for use by students with manual impairments and other similar services and actions, as well as facility modifications.

Special Populations:

- (A) Individual with disabilities;
- (B) Individuals from economically disadvantaged families, including foster children;
- (C) Individuals preparing for nontraditional training and employment;
- (D) Single parents, including single pregnant women;
- (E) Displaced homemakers; and
- (F) Individuals with limited English proficiency.

State Board: A board designated or created by state law as the sole state agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the state.

State Plan: Each eligible agency desiring assistance under this Title for any fiscal year shall prepare and submit to the US Office of Education a one-year transition plan for the 2007-2008 school year and a subsequent five-year plan covering the 2008-2013 school years, with such annual revisions as the eligible agency determines to be necessary. This plan shall describe how the state will meet the requirements of the Perkins law.

Supplanting of Funds: Replacing state or local funds appropriated with federal funds. (In preparing their applications for federal funds, local educational agencies need to be certain that such funds would not replace (supplant) state or local funds appropriated for the same purposes.)

Supplemental (Support) Services: Curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices required to ensure that special population students are successful in their programs of study.

Tech Prep Program: A tech prep program shall –

- (1) be carried out under an articulation agreement between the participants in the consortium;
- (2) consist of a program of study that ---
 - (A) combines ---
 - (i) a minimum of 2 years of secondary education (as determined under State law); with
 - (ii) (I) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or
 - (II) an apprenticeship program of not less than 2 years following secondary education instruction; and
 - (B) integrates academic and career and technical education instruction, and uses work-based and worksite learning experiences where appropriate and available;
 - (C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
 - (D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
 - (E) leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field;
 - (F) leads to placement in high skill or high wage employment, or to further education; and
 - (G) uses career and technical education program of study, to the extent practicable.

APPENDIX B

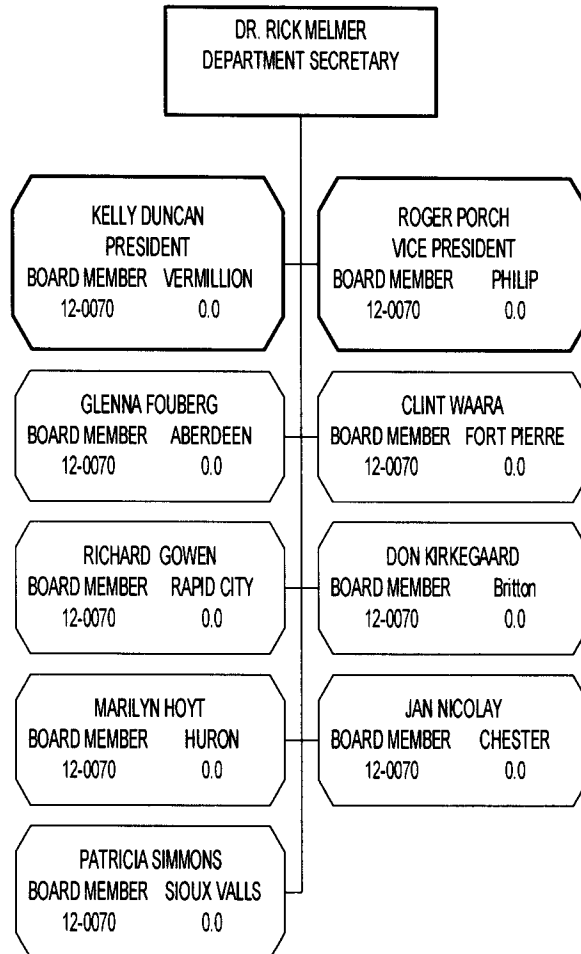
GOVERNANCE

SOUTH DAKOTA BOARD OF EDUCATION

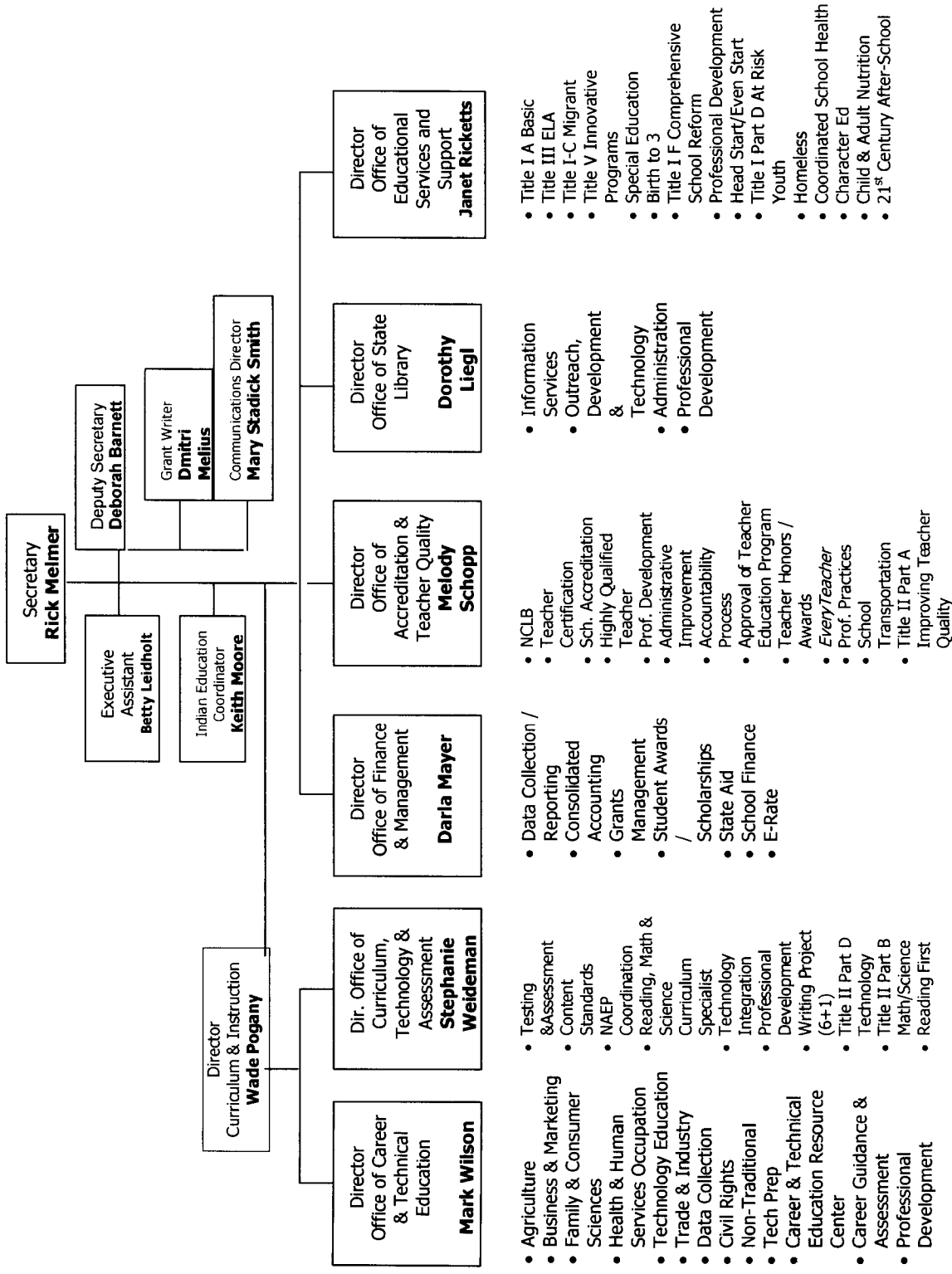
SOUTH DAKOTA DEPARTMENT OF EDUCATION

ORGANIZATION CHARTS

**DEPARTMENT OF EDUCATION
SOUTH DAKOTA BOARD OF EDUCATION**



South Dakota Department of Education March 8, 2007



APPENDIX C

TECH PREP APPLICATION



South Dakota Grant Application

for

Funding

The Carl D. Perkins Career & Technical Education Act of 2006

Title II – Tech Prep Education Act

Application Due Date: June 1, 2007

**Office of Career and Technical Education
Career and Technical Education Resource Center
800 Governors Drive
Pierre SD 57501-2291**

**Phone: (605) 773-7006
Fax: (605) 773-4950**

GENERAL INFORMATION

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT

TECH PREP FUNDING

Introduction

The Carl D. Perkins Career and Technical Education Act of 2006, is a federally funded program designed to assist states in more fully developing the academic, career and technical skills of secondary and post-secondary students who elect to enroll in career and technical education programs.

The Tech Prep Education Act, Title II, is a part of the Carl D. Perkins Career and Technical Education Act of 2006. Tech Prep programs focus on enhancing a high school student's technical and academic skills and providing opportunities for transition to post-secondary education or into the workforce.

Funding

The Carl D. Perkins Career and Technical Education Act of 2006, Title II, (The Act) authorizes federal funding for developing and implementing technical preparation programs.

Based upon submission of an application that meets the criteria stated in this **2007-2008 Tech Prep Grant Application**, one grant will be awarded to each local Tech Prep consortium. A South Dakota Tech Prep consortium is defined as one institute of higher education that offers a two year associate degree or certificate program and the K-12 public school districts within its boundaries, including secondary schools funded by the Bureau of Indian Affairs. A consortium may also include institutions of higher education that award a baccalaureate degree and employer or labor organizations.

For FY2007-2008, each consortium is eligible to receive a **basic grant** of \$30,000 to be used for local coordination of Tech Prep programs. Any part of the **basic grant** not spent on Tech Prep coordination activities, including salaries and fringe benefits, in-state travel and indirect costs, will be added to the consortia's **allocation amount**. The **allocation amount** is determined by the number of member agencies and schools in the consortium.

Funds are provided for the implementation of collaborative initiatives among consortium partners that meet the federal and state definition of Tech Prep.

The Federal definition of a Tech Prep program is a program of study that:

- A) is carried out under an articulation agreement between the participants in the consortium;
- B) combines at a minimum 2 years of secondary education (as determined under State law) with a minimum of 2 years of post-secondary education in a non-duplicative, sequential course of study;
- C) integrates academic, and career and technical instruction and utilizes work-based and worksite learning where appropriate and available;
- D) provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
- E) builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills throughout applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
- F) leads to an associate or a baccalaureate degree or a post-secondary certificate in a specific career field; and
- G) leads to placement in appropriate employment or to further education.

South Dakota Definition of a Tech Prep program:

A Tech Prep program is a program of study that contains a coherent and non-duplicative sequence of both academic and technical courses within a career cluster or pathway. This cluster or pathway leads to employment and/or further education and training.

Tech Prep programs must lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field, must utilize CTE programs of study to the extent practical, and must coordinate with activities conducted with Basic State Grant funds.

State Accountability

Each consortium that receives a Tech Prep grant must establish and report on the following indicators of performance, and enter into agreement with the state to meet a minimum level of performance on each of these indicators (as well as the indicators under the Basic State Grant):

- The number of secondary and postsecondary Tech Prep students served.
- The number and percent of secondary Tech Prep students who:
 - Enroll in postsecondary education;
 - Enroll in postsecondary education in the same field;
 - Complete a state or industry-recognized certification or licensure;
 - Complete courses that earn postsecondary credit;
 - Enroll in remedial math, writing, or reading courses upon entering postsecondary education.
- The number and percent of postsecondary Tech Prep students who:
 - Are placed in a related field of employment within 12 months of graduation;
 - Complete a state or industry-recognized certification or licensure;
 - Complete a two-year degree or certificate program within the normal time;
 - Complete a baccalaureate degree program within the normal time.

Please Note: Tech Prep outcomes will be reported through the electronic data collection system through the Office of Career and Technical Education. Additional outcome data will also be requested on the Tech Prep Final Narrative Report Form completed by each Tech Prep Coordinator.

Information Regarding the Grant Application/Submission

- The technical institute in a consortium must be the fiscal agent.
- **All** program elements, state and local outcomes must be addressed in the narrative.
- Applications should be typewritten on the forms provided in this guide with the original signature of an authorized administrator.
- Applications are due to the Technical Education Resource Center by June 15, 2005.
- All terminology and activities must be consistent with language and permissible activities in federal legislation for Tech Prep.
- A signed copy of the Criteria for Tech Prep Program Approval form must be included for each consortium member.
- **Submit an original application form and three copies to:**

**Steven Rounds
Technical Education Resource Center
800 Governors Drive
Pierre SD 57501-2291**

In submitting an Application for Tech Prep Funds, it is understood that the Office of Career and Technical Education reserves the right to reject any application if the application does not meet the criteria, or due to a lack of available funding.

Allowable Uses of Tech Prep Funds

- (1) Administrative costs related to the grant are not to exceed 5% of the total grant.

- (2) Tech Prep coordinator and support staff salaries and benefits.
- (3) In-state Tech Prep coordinator and support staff travel expenses.
- (4) Secondary/postsecondary activities leading toward career development in technical fields as specified within The Act, and work-based learning opportunities for students such as: curriculum development or revision, staff development, articulation agreement development, grants to secondary schools, externships, materials and supplies, summer institutes, technical assistance, marketing, stipends for instructors and counselors, direct consortium meeting expenses and limited contractual services.
- (5) Grant funds may be used to cover expenses for a **maximum of two** out of state trips for the regional coordinators.
- (6) Travel expenses will be reimbursed in accordance with the policies of the local district serving as the fiscal agent.

Prohibited Uses of Tech Prep Funds

1. No activities and/or corresponding budget items may supplant (replace) local funds. Federal funds shall be used to supplement, and to the extent practicable, increase the amount of local funds for career and technical education.
2. No funds shall be used to require any secondary student to choose or pursue a specific career path or major.
3. No individual may be mandated to participate in a career and technical education program, including a career and technical program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
4. No funds may be used to purchase non-consumable supplies and equipment unless special permission is granted by the OCTE.
5. No funds may be used to cover the costs of college credit tuition for Tech Prep consortium members.
6. No funds may be used for Coordinator or school **dues or membership fees**.

Budget Modifications

Revisions to the originally approved operating budget sheet are considered budget modifications. Budget modifications require the following:

- a. written rationale for each change (see form that is provided)
- b. revised operating budget sheet

Submit the above items to Steven Rounds at the Technical Education Resource Center, 800 Governor's Drive, Pierre SD 57501 or through email at steven.rounds@state.sd.us

For State Use Only
Continuing _____
New Program _____

_ Institution/Agency

PERSON INITIATING PROPOSAL _____

Date _____

◆◆◆◆◆◆◆◆◆◆**FOR STATE OFFICE USE ONLY**◆◆◆◆◆◆◆◆◆◆

Tech Prep Education

Secondary Program
Postsecondary Program
Adult Program

Date _____

Tech Prep Consortium: _____

List of Consortium Members

In the space provided, please list each member of the Tech Prep Consortium and the **key contact at each school**. (Provided by state tech prep coordinator).

| |
|---------------------------------------|
| Grant Application Requirements |
|---------------------------------------|

This Tech Prep Grant Application must include the following:

Application Cover Sheet

- All information completed as requested
- Signed by an authorized representative

A. General Assurances Certification

- The form must have the original signature of the technical institute director and the regional Tech Prep coordinator. All signatures are required.

B. Consortia Member Listing

- Key contacts for each school **must** be listed.

C. Budget Forms

- The total of the base funding and allocation formula plus the local contribution comprise the allowable award available to each Tech Prep consortium that submits an approved grant application.
- Applicants should refer to Allowable Uses of Tech Prep Funds (page 4) for a description of how funds are to be used for purposes of this application.
- The Budget Sheet is comprised of Budget Detail by category and the Budget Summary.

Salaries

- List the Tech Prep coordinator position, support staff and related fringe benefits.

Contracted Services

- Include allowable secondary and/or joint secondary/post secondary activities such as curriculum development or revision, staff development, Technology Career Academies, technical assistance, marketing, stipends for instructors and counselors, direct consortium meeting expenses and limited contractual services.

Instructional Materials and Supplies

- Include expenditures for materials and supplies in excess of regular operational costs necessary to conduct the grant.

Travel/Meals

- List projected in-state Tech Prep coordinator and support staff travel-related expenses.

Administrative Fees

- Administrative fees are limited to 5% of the total federal funds awarded.

**Tech Prep Project Narrative
2005-2006**

Tech Prep Consortium: _____

It is expected that the Tech Prep Consortium will provide activities for participating LEA's based on the *Tech Prep Program Criteria/Planning Form*. Activities must also reflect requirements as specified in the Title II, Section 204 Perkins legislation.

Please list **planned activities** for the areas that follow.

1. ARTICULATION AGREEMENTS/ DUAL ENROLLMENT:

Outcome: School districts have articulation agreements (including academic and technical courses) with one or more technical institutes.

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- Tech Prep students will be eligible for advanced standing at SD technical institutes.
- Partnerships with technical institutes are increased.
- Partnerships with universities are increased.
- Increase the percentage of students, including special populations that have a comprehensive career plan based on their individual interests and aptitudes.

Planned Activities:

Outcome: Students utilize the articulation agreements when enrolling in a post-secondary career technical program.

Planned Activities:

2. CAREER CLUSTERS/PATHWAYS

Outcome: Career Clusters/Pathways are incorporated into the course registration process.

Planned Activities:

Professional Development:

3. YOUTH INTERNSHIPS

Outcome: An increase in the number of students who participate in work-based learning activities.

Planned Activities:

Professional Development:

4. ACTIVITIES FOR MEMBERS OF SPECIAL POPULATIONS:

Outcome: The rate of participation of special population students in Tech Prep activities will increase.

Planned Activities:

IN ADDITION, PLEASE DESCRIBE PLANNED ACTIVITIES RELATIVE TO THE FOLLOWING AREAS:

Provide for effective employment placement activities or the transfer of students to baccalaureate degree programs.

Programs are developed in consultation with business, industry, institutions of higher education and labor organizations.

Effectively address the issues of school dropout prevention and reentry and the needs of special populations.

Provides education and training in areas or skills in which there are significant workforce shortages, including the information technology industry.

Demonstrates how Tech Prep programs will help students meet high academic and employability competencies

5. TEACHERS AS ADVISORS:

Planned Activities:

Professional Development:

6. CAREER GUIDANCE/ STUDENT LEARNING PLANS

Planned Activities:

Professional Development:

7. HIGH SCHOOLS THAT WORK/MAKING MIDDLE SCHOOLS WORK

Planned Activities:

Professional Development:

8. Tech Prep Accountability

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Planned Activities

Professional Development

Tech Prep Budget Modification Request

Tech Prep Consortium: _____

Submitted by: _____

Phone #: _____ E-mail Address: _____

List each item affected and a justification for the change.

Example: Moved from _____ to _____ to cover the cost of

Approved by: _____ Date: _____
State Tech Prep Director

APPENDIX D

RESERVE APPLICATION REQUIREMENTS

Section 112(c) and 135 (b)1-9 and 135(c)1-20

Request for Proposal



**Career Cluster
Implementation Committee**
[http://doe.sd.gov/octel/index.](http://doe.sd.gov/octel/index.asp)
asp



**Proposal
submission
deadline:
July 1,
2007**



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Office of Career & Technical Education
700 Governors Drive
Pierre, SD 57501-2291

Director: Mark Wilson
Phone: 605-773-4463
Fax: 605-773-3246
Email: mark.wilson@state.sd.us

The Office of Career and Technical Education is making available the following Request for Proposal to establish a statewide advisory Career Cluster Implementation Committee to research, develop and pilot career clusters in the area of Health Science; Agriculture & Natural Resources; Hospitality & Tourism; Information Technology; Human Services; Architecture & Construction; Manufacturing; Science-Technology-Engineering-Mathematics; and Education & Training.

Project Expectations for the Career Cluster Implementation Committee

Work with the State Program Specialist to:

1. Develop a scope and sequence of standard-based courses that will support preparation in a specific career cluster and pathway.
2. Develop/design programs that include advanced course work with state and national certifications available, if applicable.
3. Develop common course goals and broad-based standards.
4. Lead the state in curriculum revision as needed, ensuring that rigor and relevance are included in the curriculum at an advanced level.
5. Develop projects for units within each course.
6. Ensure the alignment of the secondary to the postsecondary programs within the cluster areas.
7. Collect a list of resources for each course
 - a. Curriculum samples
 - b. Business/industry partners
 - c. Textbooks
 - d. Periodicals
 - e. Web-based tools and sites
8. Serve as a pilot site for the initial implementation of the career cluster concept and provide support to other sites involved in the initiative.
9. Assist in providing professional development to other teachers/administrators for implementation of career clusters statewide.

Career Cluster Implementation Committee

Those serving on the Career Cluster Implementation Committee will primarily be secondary teachers, but may have partners representing industry and postsecondary faculty from related program areas. The Career Cluster Implementation Committee will consist of a minimum of four and a maximum of eight members. Each Career Cluster Implementation Committee may modify and begin to set their own goals and timelines once they begin functioning, but this provides a starting point. The Career Cluster Implementation Committee will provide a "big picture" overview and direction for program and curriculum revisions, which will then move to a more specific "subcontract" outside of this initial RFP, with the approval of the state program specialist and director.

Participation on the Career Cluster Implementation Committee will require attending 4-6 meetings, 2-4 of which will be conducted during the school year. There is a possibility that the meetings held during the school year may be conducted via DDN and after school hours to be less intrusive in your day to day responsibilities in the class room.

Budgetary Guidelines

The State Program Specialist will establish a budget for each Career Cluster, outlining the anticipated expenses that will be incurred from July 1, 2006 to June 30, 2007. The expenses incurred by Career Cluster Implementation Committee members will be reimbursed upon receipt of the invoices to a central fiscal agent. Reimbursements will be made at the state per diem allowance as follows:

| | | |
|---|-----------|---------|
| In-State Meals: \$26.00 per day maximum | Breakfast | \$5.00 |
| | Lunch | \$9.00 |
| | Dinner | \$12.00 |

In-State Lodging: \$45.00 + tax maximum Mileage: .32 cents per mile for personal vehicle

Substitute pay: maximum of \$100.00 per day per substitute as needed

Contracted salary: \$200.00/ 8 hour day (\$25.00/hour) for Career Cluster Implementation Committee work done outside the actual meeting times. The maximum contracted salary amount allowed per Career Cluster area will be determined and approved by the State Program Specialist and State Director of the Office Career and Technical Education prior to submission of hours.

Contracts will be issued for additional consultant work regarding curriculum revisions or any additional work assignments outside the large committee work. All costs for participating in the Career Cluster Implementation Committee will be covered by this contract. The school district will be responsible to submit an invoice of expenses to the Office of Career and Technical Education for reimbursement.

Grant Application Proposal

Each LEA will have only one representative per career cluster. LEAs may apply to participate in more than one Career Cluster Implementation Grant. Please submit the following grant application which provides the Office of Career and Technical Education with your grant request, providing you an opportunity to discuss the objectives and activities consistent with the intended use of these reserve funds.

Written Commitment from School Administration

Attach a document from your administration indicating their support of the proposed program/project and its potential impact on the school. We need original signatures on one copy of your application. This applies to every form that requires a signature.

Narrative: (limited to 2 pages)

- 1. Specify the Career Cluster area you want to specialize in. Discuss what qualifications you have to serve as a member of the Career Cluster Implementation Career Cluster Implementation Committee?*
- 2. What do you hope to gain by serving on the Career Cluster Implementation Committee and what can you offer that can help in this statewide initiative? (ex: time, knowledge of area, resources, etc.)*
- 3. What are some of the improvements and revisions that you would see as beneficial to be able to ensure rigor and relevance into the program area?*
- 4. Describe the level of commitment you have to implement a Career Cluster project as a pilot site for 2007-2008.*

Selection Process

The Office of Career and Technical Education will screen applications to verify that all required items are addressed appropriately. Points will be assigned based on the guidelines set forth in the RFP. Following the independent review of applications, the results will be compiled to obtain the average score for each application.

Recommendations for approval will be based on the top ranking scores. Recommendations will be submitted to the Director of the Office of Career and Technical Education for consideration and approval. The selection process may require several weeks for the final approval of the applications.

PERKINS III RESERVE FUNDS GRANT

APPLICATION EVALUATION GUIDE

SCHOOL _____ CLUSTER _____ TOTAL SCORE _____

Use the rating scale listed below to evaluate reserve fund proposals.

Excellent -The application addresses the item clearly and precisely.

Above Average - The application addresses the item satisfactorily.

Average - The application addresses the item, but not clearly.

Below Average - The application alludes to the item, but is vague and non-definitive.

Absent - The application does not address the item.

| Evaluation Criteria | Absent | Below Average | Average | Above Average | Excellent | Score |
|------------------------------------|--------|---------------|---------|---------------|-----------|-------|
| Identified qualifications | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Individual goals for participation | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Proposed benefits identified | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| Level of commitment | 0 | 1-10 | 11-15 | 16-20 | 21-25 | |
| TOTAL SCORE | | | | | | |

100 points possible

School No. _____
Grant No. _____

Project Title: Career Cluster Implementation Career Cluster Implementation

Career Cluster: _____

Participating School(s): _____

Project Duration: Beginning July 1, 2007 Ending June 30, 2008

Contact Person: _____ E-mail _____

Phone Number _____

The authorized representative assures the South Dakota Department of Education that this grant will be administered in compliance with the state statutes and regulation applicable to the use of these funds.

| | |
|--|-------|
| Authorized Representative (Typed or Printed) | Title |
|--|-------|

Authorized Representative Signature _____ Date _____

Address (zip code)
Phone (area code)

<><><><><><><><><><>FOR STATE OFFICE USEO NLY<><><><><><><><><><>

State funds approved for this application.

\$_____ Total \$_____ State \$_____ Other

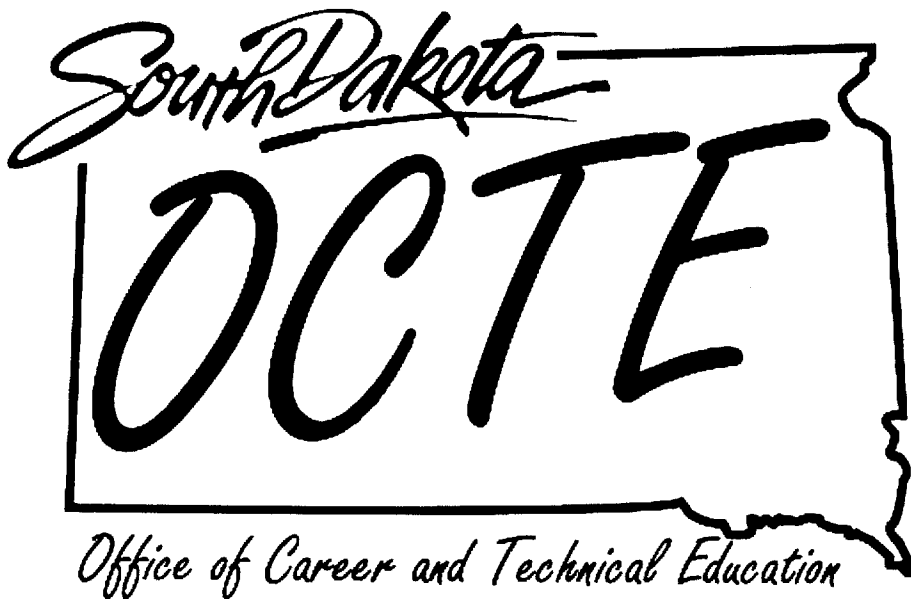
Signature of OCTE, State Director _____
Date

Signature of DOE, Grants Administer

Date

**Carl D. Perkins Career and Technical
Education Act of 2006**

**RESERVE FUND
REQUEST FOR PROPOSAL
2007-2008**



Application Due Date: May 15, 2007

**OFFICE OF CAREER AND TECHNICAL EDUCATION
700 GOVERNORS DRIVE
PIERRE SD 57501-2291**

**RESERVE FUND – POSTSECONDARY PROGRAMS
REQUEST FOR PROPOSAL (RFP)
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)**

PURPOSE

The purpose of the Reserve Fund Grant is to provide financial incentives for postsecondary institutions to improve or establish new career and technical education (CTE) programs or projects, with emphasis on nontraditional activities. Perkins IV allows states to hold in “reserve” 8.5% of the total state allotment for distribution to local programs meeting specific eligibility requirements. This concept allows states to distribute a portion of local funds in a manner not tied to the in-state distribution formula. The purpose of this Request for Proposal is to solicit

applications for programs/projects that

- provide services for nontraditional students;
- support training and activities (such as mentoring and outreach) in non-traditional fields;
- assist programs at the secondary and postsecondary levels to attain the required nontraditional accountability measures for Perkins IV – student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

Funded programs will be expected to partner with regional Tech Prep coordinators; Perkins consortiums, multi-districts, and comprehensive high schools; business and industry; and secondary and postsecondary teachers of nontraditional programs. Expected outcomes include increasing percentages of students entering and completing programs preparing for nontraditional, high wage, high skill, or high demand careers and annual attainment of the nontraditional accountability measures.

These grants are meant to assist secondary and postsecondary educational institutions in meeting the requirements of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV):

- ◆ To further develop the academic and technical skills of career and technical education students, including preparation for high skill, high wage, or high demand occupations in current or emerging professions
- ◆ To link secondary and postsecondary career and technical programs and to integrate rigorous and challenging academic and career and technical instruction
- ◆ To increase flexibility in the administration and use of federal funds
- ◆ To disseminate national research about career and technical education
- ◆ To provide professional development and technical assistance to career and technical educators
- ◆ To support partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce investment boards, business and industry
- ◆ To provide individuals with opportunities to develop lifelong learning that will help keep the United States competitive

ELIGIBLE APPLICANTS

All postsecondary institutions in South Dakota that have an approved Perkins Transition Plan are eligible to apply for reserve funds.

The applicant is advised that:

- ♦ OCTE reserves the right to approve or reject any RFP received if it is determined that the RFP does not meet the specifications of the RFP or if funds should be limited for any reason.
- ♦ OCTE is the final approving authority for all reports and products occurring as integral parts of any funding agreement resulting from this RFP.
- ♦ All reports and products resulting from this RFP become the property of OCTE. These materials will be reviewed by OCTE and, at its discretion, may be copyrighted in the name of OCTE.
- ♦ Progress reports may be required periodically as determined by OCTE.
- ♦ One copy of all submitted RFPs will be retained in the files of OCTE for a reasonable length of time.
- ♦ The RFP, as well as all written materials produced, shall be gender-fair in word, image and inference.
- ♦ Equal and fair consideration of all populations regardless of race, gender, color, national origin, religion, age or disability shall be given in the selection of projects.

SELECTION PROCESS

Staff of the South Dakota Office of Career and Technical Education will screen applications to verify that all required items are addressed appropriately. Points will be assigned based on the guidelines set forth in the RFP. Following the independent review of applications, the results will be compiled to obtain the average score for each application.

Recommendations for approval will be based on the top ranking scores. Recommendations will be submitted to the Director of the Office of Career and Technical Education (OCTE) for consideration and approval. The selection process may require several weeks for the final approval of the applications.

A formal review of the programs funded will be conducted during the grant period.

APPLICATION FORMAT

The RFP must be organized as follows and limited to the stated number of pages per section:

| | |
|---|------------------------------|
| Authorization Page for Reserve Funds..... | 1 page |
| Signed General Assurances..... | 2 pages |
| Abstract..... | 1 page |
| Grant Narratives..... | 10 pages double-spaced |
| Budget Forms..... | provided (may be replicated) |
| Budget Summary..... | 1 page |
| Written Commitment from Administration | |

Authorization Page and Signed General Assurances

Please submit **one** copy of the authorization page and general assurances pages with original signatures.

Abstract (4 points)

Include no more than a one page abstract that describes a general overview of the demographics of the institution, targeted program and community served and give a brief description of the Reserve Fund program/project. Describe how the program/project will benefit career and technical education opportunities for students, with special emphasis on recruiting and retaining students to programs that prepare them for high wage, high skill, or high demand jobs considered nontraditional for their gender.

Narratives (71 points)

Provide a written description of how the Reserve Fund program/project will address each of the components below. Responses to these items need to be precise, concise and limited to a total of ten (10) pages.

The following Narrative sections are required:

1. Institution/Program Needs (7 points)

Describe your institution's/program's process for determining CTE needs in the areas of curriculum, instruction, resource materials, and professional development. Include the needs that have been identified and any valid and reliable data which supports these identified needs. Describe activities and projects that will address the Perkins accountability measure for nontraditional – participation in and completion of programs that prepare students for nontraditional careers.

2. Goals/Measurable Objectives (10 points)

Based on your institution's/program's needs, identify your overall goals related to the need's assessment and specific measurable objectives to reach these goals.

3. Comprehensive Design (10 points)

Describe the CTE program/project you have chosen to implement and include:

- a. successful program models and resources that have influenced nontraditional course taking and persistence
- b. counseling models that have proven effective;
- c. an explanation of how your institution's/program's CTE needs will be addressed through this program/project;
- d. an explanation of how this program/project will enable students to meet the CTE and academic standards;
- e. secondary/postsecondary linkages that focus on increasing nontraditional successes.

4. Business and Community Support and Involvement (8 points)

Identify meaningful ways your local businesses and various community resources will assist with the implementation of this program/project and how they will ensure continued success. Describe any impact this program/project will have on economic development in your community.

5. Professional Development (7 points)

Describe the professional development schedule including content and timeline for the professional development activities that will assist in the successful implementation of this program/project. Describe partnerships with Tech Prep.

6. Implementation of Program/Project (7 points)

Describe how the proposed program/project will be implemented. Provide a timeline of activities for the proposed implementation. Address how this program/project will be sustained.

7. Evaluation of Program/Project (7 points)

Explain how you will evaluate the implementation and perform on-going monitoring of the following areas: goals/objectives; instruction; business and community involvement; and professional development.

8. Assessment of Student Achievement (7 points)

Describe how you will measure student achievement resulting from the implementation of this grant.

9. Feasibility of Grant Implementation (4 points)

Explain how the grant will successfully be carried out in your facility.

10. Sustainability of Program/Project (4 points)

Describe measures that will be done by your institution to ensure that the program/project will be maintained.

Budget and Budget Summary

Complete the budget forms and describe in detail each line item of the budget. The budget summary should identify the amount of funds requested for each category as well as the total.

Written Commitment from Administration

Attach a document from your administration indicating their support of the proposed program/project and its potential impact on the institution.

APPLICATION SUBMISSION

An **original RFP with original signatures** on the Authorization Page and General Assurances along with **two copies** need to be submitted to the Office of Career and Technical Education **no later than 5:00 p.m. on Friday, May 15th, 2007**. The RFP may be submitted electronically if the Authorization Page and General Assurances containing **original signatures** are mailed to the Office of Career and Technical Education. Again, all components of the RFP must be received **no later than 5:00 p.m. on May 15, 2008**.

Please note that the evaluation form used to rate RFP's is provided at the end of this document to help you in evaluating your proposal before submission to the state office.

Send applications to:

Shelby Frame, Nontraditional Program Specialist
South Dakota Department of Education
Office of Career and Technical Education
700 Governors Drive
Pierre, SD 57501-2291

If you have questions or need additional information, contact Shelby Frame at 605-773-4527 or shelby.frame@state.sd.us.

For State Use Only
Continuing _____
New Program _____

Institution Name _____

PROJECT TITLE

PROJECT DURATION Beginning July 1, 2007 Ending June 30, 2008

PERSON INITIATING PROPOSAL

E-mail address

AUTHORIZED REPRESENTATIVE

Signature

Title

Date _____

E-mail address

><><><><><><><><><>FOR STATE OFFICE USE ONLY<><><><><><><><><><

APPROVED FUNDING CATEGORY:

Title I, Part B
State Program/Leadership

Title II, Section 204
Tech Prep Education

Title I, Part C

Program Improvement

Secondary Program

Postsecondary Program

Technical Education funds approved for this application.

\$_____ Total \$_____ Federal \$_____ Other

Signature of State Director

Date

Signature of Grants Management Director

Date

GENERAL ASSURANCES

This applicant certifies to the South Dakota Board of Education that:

1. All programs, services and activities covered by this application will be conducted in accordance with Titles I, II and III of the Act, Regulations and the State Plan.
2. Federal funds made available will be used to supplement and, to the extent practical, increase the amount of local funds that would, in the absence of such federal funds, be made available, and in no case to supplant such local funds; supporting documents will be maintained for audit that specifically identify the purpose for which federal funds have been expended.
3. By accepting federal funds, the recipient hereby agrees to establish and maintain fiscal control and accounting procedures, as set forth in current federal regulations, in order to ensure proper disbursement of, and accounting for, federal funds for the intended purpose.
4. By accepting federal and/or state funds, the recipient hereby agrees to repay any funds that have been finally determined through the federal or state audit resolution process to have been misspent, misapplied or otherwise not properly accounted for.
5. Equipment purchased and curriculum developed with federal funds remain the property of the State of South Dakota.
6. The local application has been developed taking into consideration other educational and training resources available in the area including private and trade institutions.
7. The applicant maintains documentation to verify the eligibility of students enrolled in programs supported by federal funds for education of students who are members of special populations.
8. The local applicant agrees to comply with all state and federal rules and regulations regarding nondiscrimination on the basis of disability, race, color, national origin and sex.
9. The local applicant agrees that if a curriculum grant is approved, two copies of the materials, booklets, etc. must be sent to Office of Career and Technical Education before final payment is made.
10. Statistical, financial and descriptive reports required by Office of Career and Technical Education (OCTE) will be submitted.
11. The state may terminate this grant within 30 days after approval for violation of this agreement or applicable regulations.
12. Funds expended under this Act will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization.
13. State and local funds will be used in the institutions that are receiving federal funds under the Act to provide services which, taken as a whole, are at least comparable to services being provided in institutions that are not receiving such federal funds.
14. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment and placement activities to the full range of career and technical education programs available to individuals who are not members of special populations, including occupationally specific

courses of study, cooperative education, apprenticeship programs and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

15. Career and technical education planning for individuals with disabilities will be coordinated between appropriate representatives of career and technical education, special education and state vocational rehabilitation agencies.
16. The provision of career and technical education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.
17. Career and technical education programs/support activities funded under Title I, Part C, in a consortium arrangement shall be available to ALL students of the participating LEAs in the consortium.
18. No funds made available under this Act shall be used to require any secondary student to choose or pursue a specific career path or major.
19. No funds made available under this Act shall be used to mandate that an individual participate in a career and technical education program, including a career and technical program that requires the attainment of a federally-funded skill level, standard or certificate of mastery.
20. No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered.
21. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.
22. The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (section 325(b)) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. (Sec 325(a))
23. Funds made available under this Act may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act (IDEA) and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. (Sec. 325(c))

DESIGNATED OFFICIAL

Signature

Title

Date

E-mail address

CONTRACTED SALARIES AND BENEFITS

INSTITUTION _____

List contracted salaries and benefits that will be used to pay for services/activities necessary to complete this project. All budget amounts should be rounded to the nearest whole dollar. Transfer the total amount

| NAME | JOB TITLE/ACTIVITY | % OF TIME | SALARY Including benefits | STATE OFFICE | |
|--------------|--------------------|--------------|------------------------------|---------------------|------|
| | | | | USE ONLY Disapp. | App. |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL | | | \$ | | |

to the Salary and Benefits line on the Budget Summary.

Provide a description of the duties required of all personnel listed above. Identify the components of the grant narrative that will be addressed by this budget request. Explain how each contracted position will assist in accomplishing these narrative components.

SUPPLEMENTAL/CONTRACTUAL SERVICES

INSTITUTION _____

List personnel who do not receive benefits or for contracted services, such as testing, necessary to complete this project. All budget amounts should be rounded to the nearest whole dollar. Transfer the total amount to the Supplemental/Contractual Services line on the Budget Summary.

| NAME | JOB TITLE/ACTIVITY | RATE OF PAYMENT | TOTAL COST OF SUPP/CONT SRVC | STATE OFFICE USE ONLY | |
|-------|--------------------|--------------------|------------------------------------|--------------------------|------|
| | | | | Disapp. | App. |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL | | | \$ | | |

Provide a description of the duties required of all personnel/contracted services listed above. Identify the components of the grant narrative that will be addressed on this budget request. Explain how the supplemental/contractual services will assist in accomplishing these narrative components.

TRAVEL ITEMIZATION

INSTITUTION _____

List the purpose of each travel request along with the traveler's name, destination and expenses. All budget amounts should be rounded to the nearest whole dollar. Transfer the total amount to the Travel Itemization line on the Budget Summary.

| PURPOSE OF TRAVEL | TRAVEL EXPENSES ITEMIZATION | STATE OFFICE USE ONLY | |
|-------------------|--|--------------------------|------|
| | | Disapp. | App. |
| | <div style="display: flex; justify-content: space-between;"> <div>Transportation</div> <div>\$ _____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Meals</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Lodging</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Registration</div> <div>_____</div> </div> | | |
| | <div style="display: flex; justify-content: space-between;"> <div>Transportation</div> <div>\$ _____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Meals</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Lodging</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Registration</div> <div>_____</div> </div> | | |
| | <div style="display: flex; justify-content: space-between;"> <div>Transportation</div> <div>\$ _____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Meals</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Lodging</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Registration</div> <div>_____</div> </div> | | |
| TOTAL | \$ _____ | | |

Provide a description of the travel listed above. Identify the components of the grant narrative that will be addressed by the travel request. Explain how the travel requested will assist in accomplishing these narrative components.

INSTRUCTIONAL MATERIAL ITEMIZATION

INSTITUTION _____

List all instructional materials **in order of priority**. All budget amounts should be rounded to the nearest whole dollar. Transfer the total amount to the Instructional Material Itemization line on the Budget Summary.

| QUANTITY | ITEM DESCRIPTION | UNIT COST | TOTAL COST | STATE USE ONLY | |
|----------|------------------|--------------|---------------|----------------|------|
| | | | | Disapp. | App. |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL | | | \$ | | |

Provide a description of each instructional item listed above. Identify the components of the grant narrative that will be addressed by this budget request. Explain how these instructional materials will assist in accomplishing the identified narrative components.

EQUIPMENT ITEMIZATION

INSTITUTION _____

List Equipment requests **in order of priority**. Use this page for items costing more than \$700.00. All budget amounts should be rounded to the nearest whole dollar. Transfer the total amount to the Equipment Itemization line on the Budget Summary.

| QUANTITY | ITEM DESCRIPTION (include make & model) | UNIT COST | TOTAL COST | STATE USE ONLY | |
|----------|--|--------------|---------------|-------------------|------|
| | | | | Disapp. | App. |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL | | | \$ | | |

Provide a description of each piece of equipment identified above. Identify the components of the grant narrative that will be addressed by this budget request. Explain how this equipment will assist in accomplishing the identified narrative components.

BUDGET SUMMARY SHEET

INSTITUTION _____

Summarize ALL proposed expenditures of Perkins IV funds. Bring the figures forward from the previous budget forms to complete the Budget Summary. Administrative fees can not exceed 5% of the Perkins IV funds requested or received.

| BUDGET | (A) PERKINS IV FEDERAL | (B) LOCAL CONTRIBUTION | (C) (A+B=C) TOTAL | STATE USE ONLY |
|-------------------------------------|------------------------------|------------------------------|-------------------------|------------------------------------|
| | | | | TOTAL PERKINS IV FUNDS APPROVED |
| Contracted Salaries & Benefits | | | | |
| Supplemental/Contractual Services | | | | |
| Travel Itemization | | | | |
| Instructional Materials Itemization | | | | |
| Equipment Itemization | | | | |
| Administrative Fees | | | | |
| TOTAL | \$ | \$ | \$ | \$ |

RESERVE FUND

FINAL NARRATIVE 2008

INSTITUTION

Project
Title

(Information obtained from approved Authorization Page)

Program

(Information obtained from approved Authorization Page)

**DUE WITH REQUEST FOR FINAL PAYMENT
BUT NO LATER THAN JUNE 30, 2008**

1. Did all of the career and technical programs included in this application complete the Perkins Accountability Measures for Secondary and Postsecondary? Check with OCTE for how to access this data or contact the data person at your institution.

___ YES ___ NO. If no, this will need to be accomplished before the final payment is authorized.
2. Identify the overall goals and objectives that were met.
3. Describe what methods were used to increase student learning and attainment of CTE and academic standards.
4. Explain how business and industry were involved in the implementation of this reserve fund project.
5. Identify how the community and community resources were used.
6. Explain how this program/project increased the links between secondary and postsecondary institutions.
7. Describe the professional development activities funded by Perkins IV reserve funds and explain how they assisted in the implementation of this project.
8. Explain how implementation of the project was evaluated; include evaluation results.
9. Describe how student achievement was measured, include achievement results.

**PERKINS IV RESERVE FUNDS GRANT
APPLICATION EVALUATION GUIDE**

INSTITUTION _____ **PROGRAM** _____ **TOTAL SCORE** _____

Use the rating scale listed below to evaluate reserve fund proposals.

Excellent -The application addresses the item clearly and precisely.

Above Average - The application addresses the item satisfactorily.

Average - The application addresses the item, but not clearly.

Below Average - The application alludes to the item, but is vague and non-definitive.

Absent - The application does not address the item.

| Evaluation Criteria | Absent | Below Average | Average | Above Average | Excellent |
|---|--------|------------------|---------|------------------|-----------|
| Abstract | 0 | 1 | 2 | 3 | 4 |
| Institution/Program Needs | 0 | 1 | 3 | 5 | 7 |
| Goals/Measurable Objectives | 0 | 4 | 6 | 8 | 10 |
| Comprehensive Design | 0 | 4 | 6 | 8 | 10 |
| Business & Community Support & Involvement | 0 | 2 | 4 | 6 | 8 |
| Professional Development | 0 | 1 | 3 | 5 | 7 |
| Implementation of Program/Project | 0 | 1 | 3 | 5 | 7 |
| Evaluation of Program/Project | 0 | 1 | 3 | 5 | 7 |
| Assessment of Student Achievement | 0 | 1 | 3 | 5 | 7 |
| Feasibility of Grant Implementation | 0 | 1 | 2 | 3 | 4 |
| Sustainability of Program/Project | 0 | 1 | 2 | 3 | 4 |
| TOTAL SCORE | | | | | |

75 points possible

Appendix E

Detailed Project Budget

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

| | |
|--|----------------------------|
| A. Total Title I Allocation to the State | <u>\$ 4,429,908</u> |
| B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds | <u>\$ 0</u> |
| C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B) | <u>\$ 4,429,908</u> |
| D. Local Formula Distribution (not less than 85%) (Line C x 85 %) | <u>\$ 3,765,421</u> |
| Adjustment | <u>\$ - 25,504</u> |
| TOTAL | <u>\$ 3,739,917</u> |
| 1. Reserve (not more than 10% of Line D) | <u>\$ 373,992</u> |
| a. Secondary Programs (75% of Line D) | <u>\$ 280,494</u> |
| b. Postsecondary Programs (25% of Line D) | <u>\$ 93,498</u> |
| 2. Available for formula allocations (Line D minus Line D.1) | <u>\$ 3,365,925</u> |
| a. Secondary Programs (45% of Line D.2) | <u>\$ 1,514,666</u> |
| b. Postsecondary Programs (55% of Line D.2) | <u>\$ 1,851,259</u> |
| E. Leadership (not more than 10%) (Line C x 10%) | <u>\$ 442,991</u> |
| a. Nontraditional Training and Employment (\$ 60,000) | |
| b. Corrections or Institutions (\$ 44,299) | |
| F. State Administration (not more than 5%) (Line C x 5%) | <u>\$ 250,000</u> |
| G. State Match (from non-federal funds) ¹ | <u>\$ 561,852</u> |

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

| | | |
|--|--|-------------------|
| A. | Total Title II Allocation to the State | <u>\$ 399,250</u> |
| B. | Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds | <u>\$ 0</u> |
| C. | Amount of Title II Funds to Be Made Available For Tech-Prep (Line A less Line B) | <u>\$ 399,250</u> |
| D. | Tech-Prep Funds Earmarked for Consortia | <u>\$ 354,250</u> |
| a. Percent for Consortia | | |
| | (Line D divided by Line C) [89%] | |
| b. Number of Consortia <u>(4)</u> | | |
| c. Method of Distribution (check one): | | |
| | <u>(X)</u> Formula | |
| | _____ Competitive | |
| E. | Tech-Prep Administration | <u>\$ 45,000</u> |
| a. Percent for Administration | | |
| | (Line E divided by Line C) [11%] | |

Appendix F

Perkins Allocations 2007-2008

PRELIMINARY ALLOCATIONS-UPDATED 04-12-08
FY08 PRELIMINARY PERKINS SECONDARY ALLOCATION
TOTAL ALLOCATION -SECONDARY

Allocations for School Year 2007-08 are preliminary estimates based on current available data.

Final allocations amounts based on updated data may result in significant changes from these preliminary estimates.

ALLOCATIONS

| | |
|----------------------------|-----------------------------|
| * | * |
| School District | Total Allocation |
| * | * |
| ABERDEEN 06-1 | 37,695.00 |
| AGAR-BLUNT-ONIDA 58-3 | 2,842.00 |
| ALCESTER-HUDSON 61-1 | 4,134.00 |
| ANDES CENTRAL 11-1 | 10,593.00 |
| ARLINGTON 38-1 | 2,960.00 |
| ARMOUR 21-1 | 1,918.00 |
| AVON 04-1 | 2,139.00 |
| BALTIC 49-1 | 1,553.00 |
| BELLE FOURCHE 09-1 | 12,377.00 |
| BENNETT COUNTY 03-1 | 18,892.00 |
| BERESFORD 61-2 | 3,056.00 |
| BISON 52-1 | 1,946.00 |
| BON HOMME 04-2 | 6,777.00 |
| BONESTEEL-FAIRFAX 26-5 | 2,296.00 |
| BOWDLE 22-1 | 1,220.00 |
| BRANDON VALLEY 49-2 | 15,073.00 |
| BRIDGEWATER 43-6 | 1,855.00 |
| BRITTON-HECLA 45-4 | 4,843.00 |
| BROOKINGS 05-1 | 19,023.00 |
| BURKE 26-2 | 1,762.00 |
| CANISTOTA 43-1 | 2,404.00 |
| CANTON 41-1 | 9,182.00 |
| CASTLEWOOD 28-1 | 2,837.00 |

| | |
|--------------------------|-----------|
| CENTERVILLE 60-1 | 1,297.00 |
| CHAMBERLAIN 07-1 | 19,053.00 |
| CHESTER 39-1 | 2,286.00 |
| CLARK 12-2 | 4,355.00 |
| COLMAN-EGAN 50-5 | 1,803.00 |
| COLOME 59-1 | 2,036.00 |
| CONDE 56-1 | 1,259.00 |
| CORSICA 21-2 | 2,265.00 |
| CUSTER 16-1 | 12,186.00 |
| DAKOTA VALLEY 61-8 | 6,135.00 |
| DE SMET 38-2 | 2,451.00 |
| DELL RAPIDS 49-3 | 5,698.00 |
| DEUBROOK AREA 05-6 | 3,016.00 |
| DEUEL 19-4 | 3,829.00 |
| DOLAND 56-2 | 3,362.00 |
| DOUGLAS 51-1 | 16,670.00 |
| DUPREE 64-2 | 15,579.00 |
| EAGLE BUTTE 20-1 | 8,825.00 |
| EDGEMONT 23-1 | 1,726.00 |
| EDMUNDS CENTRAL 22-5 | 1,051.00 |
| ELK POINT-JEFFERSON 61-7 | 5,374.00 |
| ELKTON 05-3 | 2,369.00 |
| EMERY 30-2 | 1,073.00 |
| ESTELLINE 28-2 | 2,431.00 |
| ETHAN 17-1 | 1,706.00 |
| EUREKA 44-1 | 1,612.00 |
| FAITH 46-2 | 2,352.00 |
| FAULKTON 24-3 | 3,478.00 |
| FLANDREAU 50-3 | 7,667.00 |
| FLORENCE 14-1 | 984.00 |
| FREDERICK 06-2 | 2,069.00 |
| FREEMAN 33-1 | 5,387.00 |
| GARRETSON 49-4 | 2,516.00 |
| GAYVILLE-VOLIN 63-1 | 3,049.00 |
| GETTYSBURG 53-1 | 1,489.00 |
| GRANT-DEUEL 25-3 | 1,456.00 |
| GREGORY 26-4 | 4,276.00 |
| GROTON AREA 06-6 | 5,292.00 |
| HAAKON 27-1 | 2,589.00 |

| | |
|------------------------|-----------|
| HAMLIN 28-3 | 6,067.00 |
| HANSON 30-1 | 3,736.00 |
| HARDING COUNTY 31-1 | 2,014.00 |
| HARRISBURG 41-2 | 9,154.00 |
| HARROLD 32-1 | 1,804.00 |
| HENRY 14-2 | 893.00 |
| HERREID 10-1 | 1,461.00 |
| HILL CITY 51-2 | 4,411.00 |
| HITCHCOCK -TULARE 56-6 | 3,397.00 |
| HOT SPRINGS 23-2 | 11,636.00 |
| HOVEN 53-2 | 2,264.00 |
| HOWARD 48-3 | 3,549.00 |
| HURLEY 60-2 | 1,343.00 |
| HURON 02-2 | 22,743.00 |
| HYDE 34-1 | 2,642.00 |
| IPSWICH 22-6 | 4,530.00 |
| IRENE-WAKONDA 63-2 | 3,719.00 |
| IROQUOIS 02-3 | 2,344.00 |
| ISABEL 20-2 | 2,146.00 |
| JONES COUNTY 37-3 | 2,230.00 |
| KADOKA AREA 35-1 | 14,236.00 |
| KIMBALL 07-2 | 4,495.00 |
| LAKE PRESTON 38-3 | 1,579.00 |
| LANGFORD 45-2 | 2,179.00 |
| LEAD-DEADWOOD 40-1 | 9,189.00 |
| LEMMON 52-2 | 3,900.00 |
| LENNOX 41-4 | 6,202.00 |
| LEOLA 44-2 | 3,033.00 |
| LYMAN 42-1 | 12,272.00 |
| MADISON CENTRAL 39-2 | 11,270.00 |
| MARION 60-3 | 2,260.00 |
| MCCOOK CENTRAL 43-7 | 3,076.00 |
| MCINTOSH 15-1 | 4,596.00 |
| MCLAUGHLIN 15-2 | 16,115.00 |
| MEADE 46-1 | 28,160.00 |
| MENNO 33-2 | 4,222.00 |
| MILBANK 25-4 | 7,278.00 |
| MILLER 29-3 | 3,772.00 |
| MITCHELL 17-2 | 28,038.00 |

| | |
|----------------------|------------|
| MOBRIDGE 62-3 | 9,302.00 |
| MONTROSE 43-2 | 2,278.00 |
| MOUNT VERNON 17-3 | 1,985.00 |
| NEW UNDERWOOD 51-3 | 1,962.00 |
| NEWELL 09-2 | 7,480.00 |
| NORTHWESTERN 56-7 | 2,830.00 |
| OELRICHS 23-3 | 575.00 |
| OLDHAM-RAMONA 39-5 | 1,247.00 |
| PARKER 60-4 | 2,639.00 |
| PARKSTON 33-3 | 5,276.00 |
| PIERRE 32-2 | 25,009.00 |
| PLANKINTON 01-1 | 1,597.00 |
| PLATTE-GEDDES 11-3 | 5,532.00 |
| POLLOCK 10-2 | 421.00 |
| RAPID CITY 51-4 | 178,236.00 |
| REDFIELD 56-4 | 3,798.00 |
| ROSHOLT 54-4 | 3,104.00 |
| ROSLYN 18-2 | 1,774.00 |
| RUTLAND 39-4 | 593.00 |
| SANBORN CENTRAL 55-5 | 3,010.00 |
| SCOTLAND 04-3 | 4,733.00 |
| SELBY 62-5 | 3,006.00 |
| SIOUX FALLS 49-5 | 211,945.00 |
| SIOUX VALLEY 05-5 | 4,396.00 |
| SISSETON 54-2 | 20,679.00 |
| SMEE 15-3 | 4,095.00 |
| SOUTH SHORE 14-3 | 1,042.00 |
| SPEARFISH 40-2 | 18,122.00 |
| STANLEY COUNTY 57-1 | 4,260.00 |
| STICKNEY 01-2 | 1,861.00 |
| SUMMIT 54-6 | 1,672.00 |
| TEA AREA 41-5 | 4,813.00 |
| TIMBER LAKE 20-3 | 5,514.00 |
| TODD COUNTY 66-1 | 73,110.00 |
| TRIPP-DELMONT 33-5 | 3,881.00 |
| TRI-VALLEY 49-6 | 5,418.00 |
| VERMILLION 13-1 | 14,084.00 |
| VIBORG 60-5 | 2,446.00 |
| WAGNER 11-4 | 16,803.00 |

| | |
|------------------------------------|------------|
| WALL 51-5 | 5,298.00 |
| WARNER 06-5 | 2,523.00 |
| WATERTOWN 14-4 | 35,608.00 |
| WAUBAY 18-3 | 3,796.00 |
| WAVERLY 14-5 | 1,596.00 |
| WEBSTER 18-4 | 4,689.00 |
| WESSINGTON SPRINGS 36-2 | 3,212.00 |
| WEST CENTRAL 49-7 | 9,359.00 |
| WHITE LAKE 01-3 | 2,147.00 |
| WHITE RIVER 47-1 | 10,246.00 |
| WILLOW LAKE 12-3 | 2,722.00 |
| WILMOT 54-7 | 3,121.00 |
| WINNER 59-2 | 12,060.00 |
| WOLSEY-WESSINGTON 02-6 | 2,361.00 |
| WOONSOCKET 55-4 | 1,967.00 |
| YANKTON 63-3 | 27,008.00 |
| CHEYENNE RIVER BIA SCHOOL | 17,908.00 |
| CRAZY HORSE SCHOOL | 6,906.00 |
| CROW CREEK SCHOOL DISTRICT | 10,715.00 |
| FLANDREAU INDIAN SCHOOL | 4,074.00 |
| LITTLE WOUND SCHOOL | 18,453.00 |
| LOWER BRULE SCHOOL DISTRICT | 5,895.00 |
| MARTY INDIAN SCHOOL | 5,860.00 |
| PINE RIDGE SCHOOL | 22,563.00 |
| ST. FRANCIS INDIAN SCHOOL | 17,653.00 |
| TAKINI SCHOOL | 3,902.00 |
| TIOSPA ZINA SCHOOL DISTRICT | 10,323.00 |
| TIOSPAYE TOPA SCHOOL | 4,783.00 |
| LAKE AREA TECHNICAL INSTITUTE | 337,531.00 |
| MITCHELL TECHNICAL INSTITUTE | 275,625.00 |
| SOUTHEAST TECHNICAL INSTITUTE | 754,653.00 |
| WESTERN DAKOTA TECHNICAL INSTITUTE | 421,545.00 |
| OGLALA LAKOTA COLLEGE | 61,905.00 |

BADLANDS CONSORTIUM:

| | |
|--------------------|-----------|
| HAAKON 27-1 | 2,589.00 |
| KADOKA AREA 35-1 | 14,236.00 |
| NEW UNDERWOOD 51-3 | 1,962.00 |
| WALL 51-5 | 5,298.00 |

24,085.00

BLACK HILLS SPECIAL SERVICES COOP:

| | |
|--------------------|-----------|
| BELLE FOURCHE 09-1 | 12,377.00 |
| CUSTER 16-1 | 12,186.00 |
| EDGEMONT 23-1 | 1,726.00 |
| HILL CITY 51-2 | 4,411.00 |
| HOT SPRINGS 23-2 | 11,636.00 |
| LEAD-DEADWOOD 40-1 | 9,189.00 |
| OELRICHS 23-3 | 575.00 |
| SPEARFISH 40-2 | 18,122.00 |
| | 70,222.00 |

CHEYENNE-EAGLE BUTTE CONSORTIUM

| | |
|---------------------------|-----------|
| CHEYENNE RIVER BIA SCHOOL | 17,908.00 |
| EAGLE BUTTE 20-1 | 8,825.00 |
| | 26,733.00 |

CORNBELT EDUCATIONAL COOP:

| | |
|---------------------|-----------|
| BRIDGEWATER 43-6 | 1,855.00 |
| CANISTOTA 43-1 | 2,404.00 |
| CENTERVILLE 60-1 | 1,297.00 |
| EMERY 30-2 | 1,073.00 |
| FREEMAN 33-1 | 5,387.00 |
| HANSON 30-1 | 3,736.00 |
| HARRISBURG 41-2 | 9,154.00 |
| HURLEY 60-2 | 1,343.00 |
| MARION 60-3 | 2,260.00 |
| MCCOOK CENTRAL 43-7 | 3,076.00 |
| MONTROSE 43-2 | 2,278.00 |
| PARKER 60-4 | 2,639.00 |
| TEA AREA 41-5 | 4,813.00 |
| | 41,315.00 |

DEW-AL VOC CONSORTIUM:

| | |
|----------------|----------|
| ARLINGTON 38-1 | 2,960.00 |
| DE SMET 38-2 | 2,451.00 |
| DEUEL 19-4 | 3,829.00 |
| ELKTON 05-3 | 2,369.00 |

| | |
|-------------------|-----------|
| IROQUOIS 02-3 | 2,344.00 |
| LAKE PRESTON 38-3 | 1,579.00 |
| SIOUX VALLEY 05-5 | 4,396.00 |
| WILLOW LAKE 12-3 | 2,722.00 |
| WILMOT 54-7 | 3,121.00 |
| | 25,771.00 |

DAKOTA VALLEY-VERMILLION CONSORTIUM:

| | |
|--------------------|-----------|
| DAKOTA VALLEY 61-8 | 6,135.00 |
| VERMILLION 13-1 | 14,084.00 |
| | 20,219.00 |

EAST CENTRAL MULTI DISTRICT:

| | |
|--------------------|-----------|
| BROOKINGS 05-1 | 19,023.00 |
| DEUBROOK AREA 05-6 | 3,016.00 |
| ESTELLINE 28-2 | 2,431.00 |
| | 24,470.00 |

EAST DAKOTA EDUCATIONAL COOP:

| | |
|---------------------|-----------|
| BRANDON VALLEY 49-2 | 15,073.00 |
| LENNOX 41-4 | 6,202.00 |
| WEST CENTRAL 49-7 | 9,359.00 |
| | 30,634.00 |

ETHAN-PARKSTON-WINNER CONSORTIUM:

| | |
|---------------|-----------|
| ETHAN 17-1 | 1,706.00 |
| PARKSTON 33-3 | 5,276.00 |
| WINNER 59-2 | 12,060.00 |
| | 19,042.00 |

HUB AREA MULTI-DISTRICT:

| | |
|-------------------|-----------|
| ABERDEEN 06-1 | 37,695.00 |
| FREDERICK 06-2 | 2,069.00 |
| NORTHWESTERN 56-7 | 2,830.00 |
| WARNER 06-5 | 2,523.00 |
| | 45,117.00 |

LAKE AREA MULTI-DISTRICT:

| | |
|-----------------|----------|
| CASTLEWOOD 28-1 | 2,837.00 |
|-----------------|----------|

| | |
|------------------|-----------|
| FLORENCE 14-1 | 984.00 |
| GRANT-DEUEL 25-3 | 1,456.00 |
| HAMLIN 28-3 | 6,067.00 |
| HENRY 14-2 | 893.00 |
| SOUTH SHORE 14-3 | 1,042.00 |
| SUMMIT 54-6 | 1,672.00 |
| WATERTOWN 14-4 | 35,608.00 |
| WAVERLY 14-5 | 1,596.00 |
| | 52,155.00 |

LAKE REGION CONSORTIUM

| | |
|--------------|-----------|
| ROSLYN 18-2 | 1,774.00 |
| WAUBAY 18-3 | 3,796.00 |
| WEBSTER 18-4 | 4,689.00 |
| | 10,259.00 |

MID-CENTRAL COOP:

| | |
|-------------------------|-----------|
| ARMOUR 21-1 | 1,918.00 |
| BURKE 26-2 | 1,762.00 |
| COLOME 59-1 | 2,036.00 |
| CORSICA 21-2 | 2,265.00 |
| GREGORY 26-4 | 4,276.00 |
| KIMBALL 07-2 | 4,495.00 |
| MOUNT VERNON 17-3 | 1,985.00 |
| PLANKINTON 01-1 | 1,597.00 |
| PLATTE-GEDDES 11-3 | 5,532.00 |
| SANBORN CENTRAL 55-5 | 3,010.00 |
| STICKNEY 01-2 | 1,861.00 |
| WESSINGTON SPRINGS 36-2 | 3,212.00 |
| WHITE LAKE 01-3 | 2,147.00 |
| WOONSOCKET 55-4 | 1,967.00 |
| | 38,063.00 |

NORTH CENTRAL CONSORTIUM:

| | |
|---------------|----------|
| BOWDLE 22-1 | 1,220.00 |
| CLARK 12-2 | 4,355.00 |
| CONDE 56-1 | 1,259.00 |
| DOLAND 56-2 | 3,362.00 |
| FAULKTON 24-3 | 3,478.00 |

| | |
|------------------------|-----------|
| GETTYSBURG 53-1 | 1,489.00 |
| HITCHCOCK -TULARE 56-6 | 3,397.00 |
| HOVEN 53-2 | 2,264.00 |
| HYDE 34-1 | 2,642.00 |
| MILLER 29-3 | 3,772.00 |
| REDFIELD 56-4 | 3,798.00 |
| WOLSEY-WESSINGTON 02-6 | 2,361.00 |
| | 33,397.00 |

NORTHEAST CONSORTIUM:

| | |
|--------------------|-----------|
| BRITTON-HECLA 45-4 | 4,843.00 |
| LANGFORD 45-2 | 2,179.00 |
| MILBANK 25-4 | 7,278.00 |
| ROSHOLT 54-4 | 3,104.00 |
| | 17,404.00 |

NORTHERN SD HI TECH CONSORTIUM:

| | |
|----------------------|-----------|
| EDMUNDS CENTRAL 22-5 | 1,051.00 |
| EUREKA 44-1 | 1,612.00 |
| GROTON AREA 06-6 | 5,292.00 |
| HERREID 10-1 | 1,461.00 |
| IPSWICH 22-6 | 4,530.00 |
| LEOLA 44-2 | 3,033.00 |
| POLLOCK 10-2 | 421.00 |
| SELBY 62-5 | 3,006.00 |
| SMEE 15-3 | 4,095.00 |
| | 24,501.00 |

NORTH STAR CONSORTIUM:

| | |
|-------------|-----------|
| BISON 52-1 | 1,946.00 |
| LEMMON 52-2 | 3,900.00 |
| NEWELL 09-2 | 7,480.00 |
| | 13,326.00 |

NORTHWEST AREA COOP:

| | |
|---------------------|-----------|
| DUPREE 64-2 | 15,579.00 |
| FAITH 46-2 | 2,352.00 |
| HARDING COUNTY 31-1 | 2,014.00 |

| | |
|------------------|-----------|
| ISABEL 20-2 | 2,146.00 |
| MCINTOSH 15-1 | 4,596.00 |
| MCLAUGHLIN 15-2 | 16,115.00 |
| MOBRIDGE 62-3 | 9,302.00 |
| TIMBER LAKE 20-3 | 5,514.00 |
| | 57,618.00 |

PIERRE/STANLEY CONSORTIUM:

| | |
|-----------------------|-----------|
| AGAR-BLUNT-ONIDA 58-3 | 2,842.00 |
| PIERRE 32-2 | 25,009.00 |
| STANLEY COUNTY 57-1 | 4,260.00 |
| | 32,111.00 |

PRAIRIE LAKES CONSORTIUM:

| | |
|----------------------|-----------|
| BALTIC 49-1 | 1,553.00 |
| CHESTER 39-1 | 2,286.00 |
| COLMAN-EGAN 50-5 | 1,803.00 |
| DELL RAPIDS 49-3 | 5,698.00 |
| FLANDREAU 50-3 | 7,667.00 |
| GARRETSON 49-4 | 2,516.00 |
| HOWARD 48-3 | 3,549.00 |
| MADISON CENTRAL 39-2 | 11,270.00 |
| OLDHAM-RAMONA 39-5 | 1,247.00 |
| RUTLAND 39-4 | 593.00 |
| TRI-VALLEY 49-6 | 5,418.00 |
| | 43,600.00 |

SOUTH CENTRAL COOP:

| | |
|------------------------|-----------|
| ANDES CENTRAL 11-1 | 10,593.00 |
| AVON 04-1 | 2,139.00 |
| BON HOMME 04-2 | 6,777.00 |
| BONESTEEL-FAIRFAX 26-5 | 2,296.00 |
| MARTY INDIAN SCHOOL | 5,860.00 |
| MENNO 33-2 | 4,222.00 |
| SCOTLAND 04-3 | 4,733.00 |
| TRIPP-DELMONT 33-5 | 3,881.00 |
| WAGNER 11-4 | 16,803.00 |
| | 57,304.00 |

SOUTHEAST AREA COOP:

| | |
|--------------------------|-----------|
| ALCESTER-HUDSON 61-1 | 4,134.00 |
| BERESFORD 61-2 | 3,056.00 |
| CANTON 41-1 | 9,182.00 |
| ELK POINT-JEFFERSON 61-7 | 5,374.00 |
| GAYVILLE-VOLIN 63-1 | 3,049.00 |
| IRENE-WAKONDA 63-2 | 3,719.00 |
| VIBORG 60-5 | 2,446.00 |
| | 30,960.00 |

THREE RIVERS COOP:

| | |
|---------------------|-----------|
| BENNETT COUNTY 03-1 | 18,892.00 |
| JONES COUNTY 37-3 | 2,230.00 |
| LYMAN 42-1 | 12,272.00 |
| WHITE RIVER 47-1 | 10,246.00 |
| | 43,640.00 |

APPENDIX G

EDGAR Certifications and Other Assurances

**CHAPTER VII.
EDGAR CERTIFICATIONS**

The State of South Dakota hereby certifies that:

1. The South Dakota Board of Education is the sole state agency responsible for the supervision of career and technical education in South Dakota.
2. The South Dakota Board of Education has the authority, under South Dakota codified Law Chapter 13-39 to enter into contracts or agreements with any government or its political subdivisions for the purpose of career and technical education.
3. The South Dakota Board of Education may carry out each provision of the State Plan for career and technical education.
4. All provisions of the State Plan are consistent with South Dakota Law.
5. The South Dakota Board of Education, created pursuant to South Dakota law Chapter 1-45, may distribute funds appropriated to it by the legislature or granted by any federal agency to South Dakota for career and technical education in public secondary and postsecondary schools in the state in accordance with the plans adopted by the South Dakota Board of Education.
6. The Office of Career and Technical Education (OCTE) prepared the State Plan for career and technical education for the review and approval of the South Dakota Board of Education pursuant to Chapter 13-39 of the South Dakota law. The State Director of OCTE has the authority to submit the State Plan under the direction of the South Dakota Board of Education.
7. The South Dakota Board of Education adopted and formally approved the State Plan on May 3rd, 2007.
8. The State Plan for career and technical education is the basis for state operation and administration of any federal funds made available for the South Dakota Board of Education for career and technical education.
9. Enclosed is a copy of the Executive Order 93-11 which rescinds any prior Executive Order establishing a State Project Notification and Review System or Intergovernmental Review Process.

May 3, 2007
Date

President, South Dakota Board of Education

May 3, 2007
Date



Secretary of South Dakota Department of Education

May 3, 2007
Date



State Director of Office of Career and Technical Education

STATE OF SOUTH DAKOTA
OFFICE OF THE GOVERNOR
EXECUTIVE ORDER 93-11

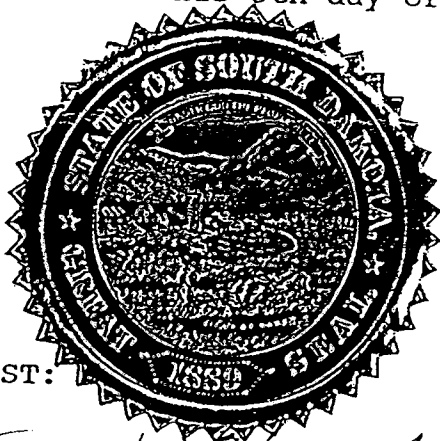
WHEREAS, by Executive Order 70-8, the state of South Dakota established the South Dakota Project Notification and Review System; and,

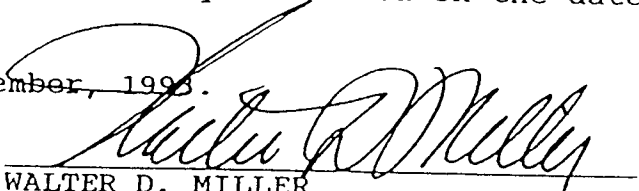
WHEREAS, it is no longer necessary for the state of South Dakota to continue a State Project Notification and Review System to review applications for federal domestic assistance; and,

WHEREAS, the existing notification and review process is imposing an unnecessary paperwork burden on South Dakota citizens:


IT IS, THEREFORE, BY EXECUTIVE ORDER, directed that Executive Order 70-8, and any prior executive orders establishing a State Project Notification and Review System to review federal domestic assistance applications, is hereby rescinded on the date of this executive order.

Dated this 8th day of September, 1993.




WALTER D. MILLER
Governor of South Dakota

ATTEST:


JOYCE HAZELTINE
Secretary of State

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:


1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis

of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, □Audits of States, Local Governments, and Non-Profit Organizations.□
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.
19. Will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

20. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
21. The State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
22. The State will provide a signed assurance that the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
23. The State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
24. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
25. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above assurances and certifications.

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| NAME OF APPLICANT | Project Name |
| South Dakota Department of Education Carl D. Perkins Career and Technical Education Act of 2006 | |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Dr. Rick Melmer, Secretary of Education | |
| SIGNATURE | DATE |
|  | April 20, 2007 |